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ABSTRACT

The 17 articles in this theme issue focus on public library system outreach in the state of New York. Individual articles are: (1) "New York's Population: Change Is Permanent" (Robert Scardamalia); (2) "Special Library Needs of Children and Young Adults in the Decade of the Child and Beyond" (Maureen O. Ferrell); (3) "Bookmobiles Reach Out to People" (Julie Wever and Leona Salzman); (4) "'Lively Minds': The Traveling Library Learning Program" (Dorothy Puryear); (5) "Library Services to the City's Homeless" (Mario M. Gonzalez and Harriet Gottfried); (6) "Crisis at the Border: Meeting the Needs of Political Refugees in Upper New York State" (Stanley A. Ransom); (7) "Library Literacy Programs in Rochester--A Cooperative Approach" (Mary Gleason); (8) "The Regional Learning Service and Educational Brokering: A Continuing Experiment in Freeing Up Lives" (Jean Kordalewski); (9) "Senior Citizens Help the Visually and Physically Impaired" (Lawrence Zimmer); (10) "Native American Library Services" (Margaret Jacobs, Ethel E. Bray, and Ramona Charles); (11) "Library Volunteers, a Growing Phenomenon" (Martin Lewin); (12) "Breaking Silence--Reaching Out to Persons Who Are Deaf and Hearing Impaired" (Pauline Lewis); (13) "Long Island Sounds: Reaching Out to the Disabled in Suffolk County" (Julie Klauber); (14) "Independent Living Centers and the Public Library" (Sara Dallas); (15) "Advisory Committees: Making Them Work" (Carol L. Sheffer); (16) "On the Road Again: Circuit Rider Service to Rural Hospitals" (Bridget Doyle); and (17) "Tales of the Humanities Series: Another Dimension of Outreach" (Abby Zito). The Regents Advisory Council on Libraries Report to the Board of Regents Cultural Education Committee of May 19, 1988, and information on the New York State Library conclude this issue. A foreword by Joseph F. Shubert and an introduction by Stanley A. Ransom are also included. (SD)

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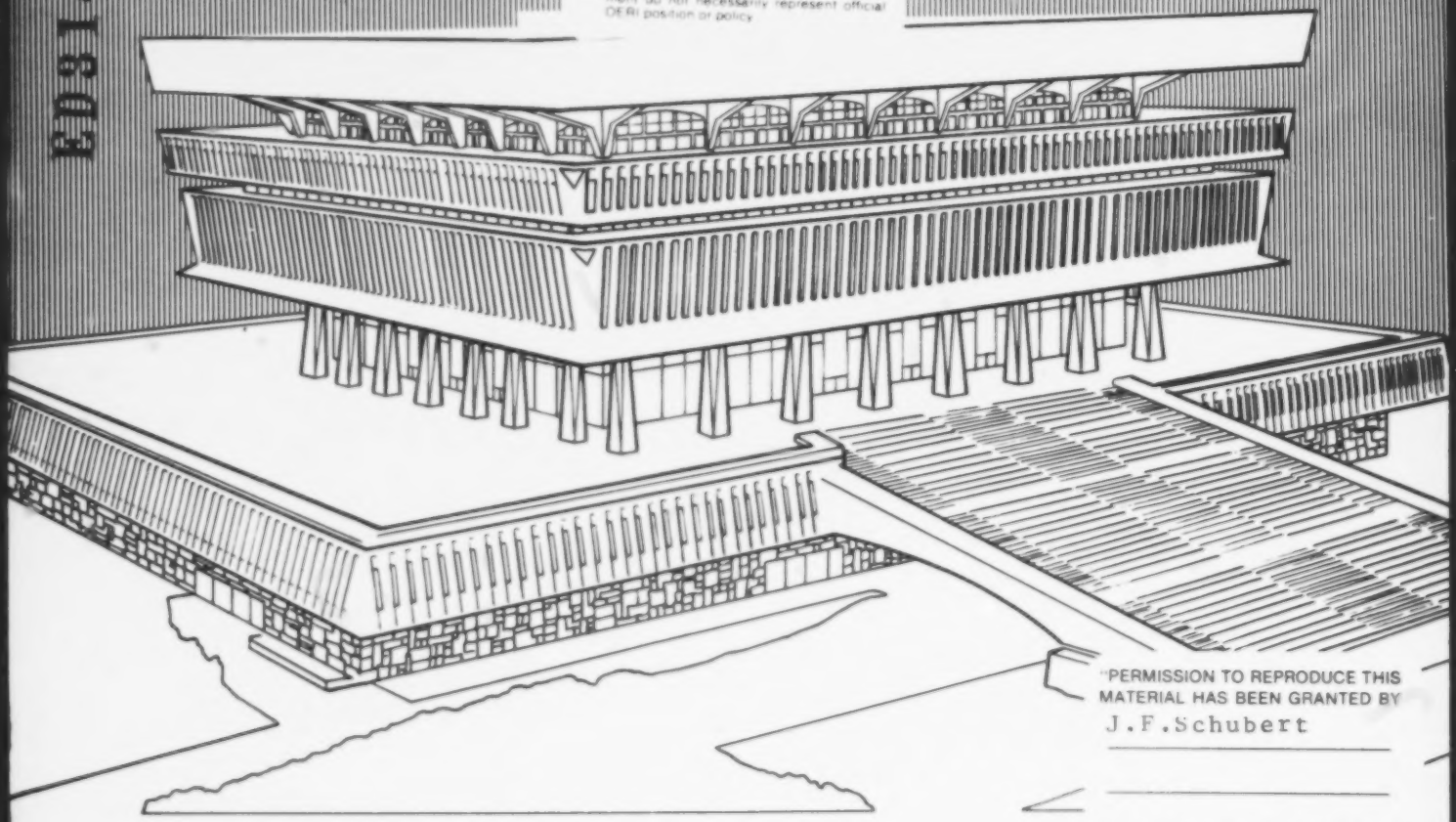

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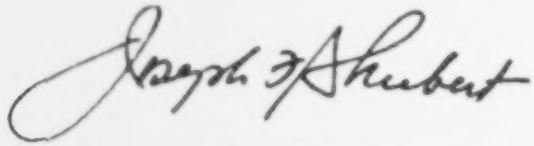
FOREWORD

Our State is changing in ways that will increase the information needs of people who are not accustomed to using library services or who may be isolated from library services. This issue of *The Bookmark* on library outreach services, edited by Stanley Ransom, Director of the Clinton-Essex-Franklin Library System, should be useful to all responsible for library services as they plan library services for the 1990s.

While libraries in New York State have pioneered outreach and have served diverse populations imaginatively for 100 years, the developments since 1981 are particularly interesting and significant because the *Laws of 1981* established State aid for public library system outreach. The Legislature expanded this program in 1984 and 1986, and the program today provides $2.7 million annually for outreach to eight groups of people in need of improved library and information services.

For the most part, outreach services are integrated into overall library operations, and, over the last seven years, library systems and local libraries have creatively used State aid for outreach along with system and local library funds, LSCA grants, and other resources.

This issue also includes the May 1988 report of the Regents Advisory Council on Libraries and, for the first time, includes the State Library annual report. As the introduction to the Winter 1987 issue pointed out, the Library issued annual reports with few exceptions from 1818 to 1945 and resumed annual reports in 1978.



Joseph F. Shubert

INTRODUCTION

This is the second issue of *The Bookmark* devoted to outreach services, the first being the Winter 1985 issue. This issue provides authors from a variety of backgrounds a chance to show what is happening in New York State as libraries explore new ways of reaching out to populations in the target groups identified by the New York State Legislature, namely the blind, physically handicapped, aged, institutionalized, unemployed, the educationally disadvantaged, isolated, displaced persons, Native Americans and members of other ethnic or minority groups.

What is ahead for library outreach services in the 1990s? The authors of the articles in this issue of *The Bookmark* have demonstrated their ability to create innovative programs and to offer practical solutions to today's outreach problems. They will show us their present services, share their expertise and offer their informed views of the future. (Because of the publication schedule for this issue, some authors have been able to comment on 1989 plans and events.) Librarians who accept and adopt the enthusiasm and resourcefulness of these authors should be able to enter the 1990s with every confidence of meeting the new outreach challenges.

State Demographer Robert Scardamalia states in the first article that in the 1990s the baby boom "echo" effect "will affect our population structure in ways very much like the baby boom of the 1950s." Outreach librarians should pay special attention to his listing of the challenges of the coming decade, "meeting the needs of children, the elderly and an increasingly minority population."

Maureen Ferrell of Steele Memorial Library in Elmira writes that "the 1990s will be the decade of human resource sharing and outreach to young library patrons." She goes on to suggest, "It is conceivable that libraries will regularly be faxing articles to young patrons for homework assignments and answering reference questions posed by young adults from mobile phones." In describing rural bookmobile services, Julie Wever and Leona Salzman of the Clinton-Essex-Franklin Library System note, "We have learned the hard way that to be accessible requires that we also must be approachable," and they show what a difference can be made by extra publicity and even holiday turkey raffles! Faithful patrons assert, "We *need* the bookmobile to protect our links to another dimension of life." Today, cellular phones and fax machines should be incorporated into the planning for bookmobiles as measures that will add an improved reference function to a traditional service.

Dorothy Puryear of Nassau Library System heralds their new "Lively Minds" programs for seniors as "...a remarkable risk-taking venture with exciting results," noting that "Age itself is no obstacle to learning." Her advice for the 1990s? "Exercise for the brain is as important as exercise for the body." The New York Public Library's Mario Gonzalez relates the plight of New York City's homeless and shows what steps NYPL is taking to help. "The problem of newly homeless families has become acute," he states, but with good library programs, "We can make a difference." This opinion is also expressed by Stanley Ransom, who describes services the C-E-F Library System offered to political refugees fleeing for asylum to Canada from Central and South America. "Do books make a difference? The refugees seem to think so."

Mary Gleason reports on the efforts by Rochester Public Library staff to combat illiteracy through coalitions with community agencies. She says, "We anticipate increased needs for materials and services related to workplace literacy programs and to parent or family oriented programs." Jean Kordalewski, who directs the model Regional Learning Service in Syracuse, describes how community-based organizations can play a significant role in adult learning. "The flexibility and availability of community agencies such as RLS make it possible to respond to new needs as they surface."

Larry Zimmer, detailing the use of senior citizen volunteers as a source of help by the New York State Library for the Blind and Visually Handicapped, calls the RSVP volunteers "public information couriers." He adds that even infirmary residents participate because "it is meaningful work and they are helping people less fortunate than themselves. They are making a contribution to society and they feel useful again."

Native American libraries are described by Margaret Jacobs, Ethel Bray and Ramona Charles. Each of these directors of Native American libraries is responding to challenges to make their libraries important not only to reservation residents but also to residents of the surrounding non-Indian communities. Margaret Jacobs, Director of the Akwesasne Library and Cultural Center of the St. Regis Mohawk Reservation, states, "Indian libraries need to network so that they can use resources

more readily." She also notes the new acceptance of educational opportunities, predicting, "In the 1990s having our own community college will be inevitable." Ethel Bray, Director of the Seneca Nation Library, declares, "We hope to serve as a cultural foundation for the education of present and succeeding generations." Ramona Charles, Director of the Tonawanda Indian Community Library, proudly states, "We are people oriented," and though beset with financial difficulties, she asserts, "We will continue to strive."

A unique urban volunteer program is described by Martin Lewin of Buffalo and Erie County Public Library. He points out that "inreach" had to precede "outreach" and adds, "Many seniors today are fit, mobile and desirous of leading productive lives. Volunteerism fits well into their game plan." Pauline Lewis explains the Queens Borough Public Library services for the deaf and declares, "Every library should reach out to the unreached deaf." She states, "Electronic mail, videotext and facsimile systems will make it easier for deaf persons to keep informed," but reassures us that "Technology can only supplement, never supplant, the personalized service that a live, caring staff person can give."

Julie Klauber shows how, at Suffolk Cooperative Library System, "a major role of Talking Books Plus is to support the provision of library services for the disabled at the local level," and she reveals that "Technology has become a cornerstone of achieving independence and equal opportunity for people with disabilities." Sara Dallas of Mohawk Valley Library Association works with the Capitol District Center for Independence. She explains that "Independent living centers are an important source of information for libraries to consider," and urges libraries to "directly address the needs of people with disabilities rather than considering them part of a secondary outreach population."

Carol Sheffer of the State Library's Division of Library Development provides valuable advice on the care and feeding of advisory committees. Her practical suggestions should be of interest to all advisory committees. Her final advice to librarians, "Enjoy working with the advisory committee!" Bridget Doyle, Regional Coordinator of the North Country Reference and Research Library Resources System, in describing circuit rider services to North Country hospitals, notes the importance of the weekly on-site visit, which "provides a visibility for library services that significantly influences the success of the program." She looks forward to the benefits of technology. "As technology changes, particularly in the field of telefacsimile, our problem in providing rapid document delivery should be alleviated."

Abby Zito, Project Director for the rapidly growing book and film discussion series funded by the National Endowment for the Humanities, describes another dimension of outreach that has grown from one Essex County community to dozens of public libraries in a number of public library systems. These programs, from "American Dreams" to "Time Slices," bring libraries, books and films together with community residents and humanities scholars, reaching many people who would not otherwise be library users. The skills of Abby Zito, herself a humanities scholar, ensure that there will be continued growth in the program, provided that funding is forthcoming.

Finally we are pleased to include the report to the Board of Regents Cultural Education Committee on May 19, 1988 by the Regents Advisory Council on Libraries. John Rothman, Chair of the Council, notes the forces that will help shape library services to come, including the new Minimum Public Library Standards, the King Research, Inc. study of library systems, the forthcoming Governor's and White House conferences on libraries, and the new regulations and standards for school libraries. In a final quote from Melvil Dewey, delivered to the Board of Regents nearly a century ago, the Regents Advisory Council report sums up the whole approach to library outreach services in the 1990s. Dewey said, "Education is the matter of a lifetime."

Stanley A. Ransom

Stanley A. Ransom
Guest Editor

NEW YORK'S POPULATION: CHANGE IS PERMANENT

By Robert Scardamalia, Chief Demographer,
New York State Department of Economic Development

The 1970s was a decade of dramatic, and traumatic, change demographically and economically in New York, and the effects of these changes can be expected to have a lasting impact on the State. To understand the current process of demographic change in New York, we need to understand nationwide trends and to see New York's population as a unique product of history.

The demographic trends in the nation are reflected in the shifts taking place in New York State. The 1970s were marked by change in the age st cture, in the distribution of population, and in the racial and ethnic composition. Change in the composition of households and nontraditional living arrangements have been affecting New York just as they have other states and the nation. The decade of the 1970s was a period of reestablishing some historical trends while startling reversals occurred in others. The 1980s have continued that process of change.

The national annual growth rate between 1970 and 1980 was 1.1 percent and has slowed slightly to 1.0 between 1980 and 1987. In comparison, New York lost more than 680,000 residents, 3.7 percent, between 1970 and 1980. Much of that population moved to the sunbelt states (the Southern and Western states grew by more than 21 percent). The Northeast and North Central states grew by only 2 percent. New York's population change stabilized after 1980 but still reflects only a modest 0.2 percent annual rate of growth through 1987.

Throughout its history New York has been the entry point for a wide variety of in-migrant groups, and these large pools of migrants have accounted for a very large share of the State's past growth. Even after limits on foreign immigration were enacted in the late 1920s, internal migrant flows took up the difference in the form of the rural to urban movement and the migration of blacks from the south. The destination of these groups was predominantly center cities but not just New York City. These large migrant pools appear to have dried up, however, and there are now more blacks moving to the South than vice versa. The increased entry of Asian and Hispanic populations has made up for some of the loss, but even this has allowed only moderate population increase in the State.

The decline of population between 1970 and 1980 was primarily a metropolitan phenomenon. Based on a consistent 1980 definition of Metropolitan Statistical Areas, metropolitan New York declined by 1.7 percent from 1970 to 1975 and an additional 3.1 percent to 1980. In contrast, the nonmetropolitan counties of the State increased by 4.7 percent between 1970 and 1975 then slowed to a 1.5 percent increase to 1980. This was a tremendous reversal of the rural to urban movement that had been symbolic of this country. The population growth of nonmetropolitan counties stopped after 1980, however, and current Census estimates show virtually no change in the nonmetropolitan population through 1987. Metropolitan counties, on the other hand, have experienced another reversal and have grown by 1.6 percent in the same period.

Almost all cities in New York declined in population between 1970 and 1980. Most have at least stabilized since that time and New York City, which declined by 10.4 percent between 1970 and 1980, has increased by 3.5 percent since 1980. Even those cities that have not seen population growth have experienced growth in the surrounding area of the county.

A second dominant factor in shaping the size and structure of both New York's and the nation's population is the level of fertility. Much has been written of the high fertility levels of the baby boom, the subsequent decline in the 1970s and the presumed increase or "echo" effect. However, if we were to look at a graph of fertility rates in the twentieth century, the general trend would be a gradual but long-term decline in fertility. We could say that the baby boom was merely an aberration, and that we are now back on track, consistent with the past trend. Data from the Current Population Survey on fertility expectations of women of childbearing age shows no expected increase in the fertility rate. There is no doubt, however, that the number of births occurring annually is increasing. This is due to the number of baby boom women currently in their childbearing years, however, not to an increase in the fertility rate. This "echo" cohort will be of substantial size and will affect our population structure in ways very much like the baby boom of the 1950s.

The New York State population, like the nation, is getting older. The median age has increased from 30.3 years in 1970 to 32 years in 1980. Population projections indicate that the State's median age will exceed 37 years in the year 2000 and reach 40.6 by 2010. The elderly population, those age 65 and over, increased by 10 percent between 1970 and 1980 and has continued to increase by nearly 7 percent to 1987. The el-

derly now comprise nearly 13 percent of the total population. This proportion should approach 15 percent by the year 2000 and 16 percent by 2010.

The number of persons under the age of 18 declined by 1.2 million or about 20 percent between 1970 and 1980 and has continued to decrease by more than 300,000 to 1987. This age group now makes up only about 25 percent of the total population. The 25 to 34 age group increased by more than 40 percent between 1970 and 1980 reflecting the baby boom entry to that age group. In contrast, the population 35 to 55 declined by 9 percent, due primarily to the heavy out-migration in the economic recessions of the 1970s.

"An ongoing challenge: meeting the needs of children, the elderly and an increasingly minority population."

The racial composition of the State's population has changed dramatically over the last 15 years and has had a particularly important impact in the New York metropolitan area. The nonwhite population in the State increased from 13.2 percent in 1970 to more than 20 percent in 1980. In New York City the increase was even greater, from 23.4 percent in 1970 to 39.4 percent in 1980. Data on the Hispanic population in the 1970 and 1980 Censuses is not strictly comparable but still indicates an increase of more than 20 percent for the State and 17 percent for New York City. In 1980 the Hispanic population accounted for almost 20 percent of the New York City total.

Because of the lack of detailed data on the characteristics and composition of the population at the State level, the following trends are based primarily upon data from the 1970 and 1980 Decennial Census. While this data seems old, it is still quite valid. Data for the nation as a whole indicate that most of the changes that occurred in the 1970s were events that would shape the population structure of the future. These trends always vary for various geographic areas, but the trends they portray are quite clear.

While the population of New York declined during the 1970s, the number of households increased by more than seven percent. Since 1980, population has grown slightly but the increase in households was only five percent. The apparent anomaly of small shifts in population inducing very large changes in the number of households is answered by the change in composition and average household size. In New York in 1970 there was an average 3.0 persons per household. In 1980 that figure had dropped to 2.75 persons and continued to decline to 2.6 in 1986.

The reason for such a decline in household size lies, again, in the baby boom. In the last decade the baby boom cohort reached the household-forming ages, but this generation was forming households in ways that differed from previous generations. They were delaying marriage, leaving their parent's households at earlier ages and delaying having children or not having children at all. Reinforcing these trends was the increase in divorce and remarriage among the middle ages. This cohort is forming and reforming households at higher rates than in the past. The net result of all of these changes in composition is a declining household size.

"Demographic change brings new challenges...."

In looking at the distribution of persons by their marital status, we find that the number of married persons has declined by 10 percent between 1970 and 1980 while the percent of persons single, separated or divorced increased. In fact, the percentage divorced doubled over the decade.

About half of all families have children under the age of 18, and almost 60 percent of female headed families have children under 18. In approximately 90 percent of the families headed by women under age 35, there are children. But still over 75 percent of the children under 18 live in married couple families.

Among the elderly, almost 30 percent of persons 65 and over live alone with 79 percent of these being female. Of persons in group quarters in 1970, 15 percent were in homes for the aged. In 1980 more than 25 percent of persons in group quarters were in homes for the aged with the absolute number increasing by 68 percent.

A higher percentage of women, and a higher percentage of mothers, were working in 1980 than in 1970. The number of women in the State's labor force rose by 21.3 percent from 2.9 million to 3.5 million. The labor force participation rate for women with school age children rose from 47.5 percent to 58.7 percent, and the labor force participation for women with preschoolers rose from 23 percent to 38 percent. Nationally, these trends have continued, although the rate at which women are entering the labor force has slowed.

To conclude, since 1980 we have seen a moderation in the level of out-migration from the State, though it

is still occurring. The level of fertility and the actual number of births will be a most important factor in the growth because the State's population increases annually by about 70,000 due to natural increase (the difference between births and deaths). If the current level of net migration continues, we can look to continued moderate growth in the population over the next decade. While growth is often seen as better than decline, we must understand the various changes in the composition and characteristics of the State's population. Changes in the age structure will present an ongoing challenge, as will meeting the needs of children, the elderly and an increasingly minority population. Demographic change brings new challenges, but New York is not unlike other states in attempting to understand and meet them.

1988 LSCA TITLE II (Construction) GRANT AWARDS

The New York State Division of Library Development has announced its 1988 awards for library construction grants. A total of $1.3 million was awarded to 31 public libraries for projects to be carried out during 1988.

Awards will be used for increasing building space by new construction or, as in most of the applications, to improve library buildings by remodeling for increased usable space and greater operational efficiency, for energy conservation and reduced fuel costs, for new and improved access by the physically handicapped person, and for the use of new technology. These construction grants are representative statewide of libraries both large and small.

The Title II funding program is authorized as part of the Federal Library Services and Construction Act (LSCA). Applicants must ensure matching funds, and that sufficient operating and maintenance funds will be available when construction is completed.

The 1988 awards are:

Name of Project	County	Grant Amount
Bayshore Public Library	Suffolk	$24,728
Bellmore Memorial Library	Nassau	39,096
Brooklyn Public Library		
Brighton Beach Branch	Kings	157,505
Brower Park Branch	Kings	157,505
Burnt Hills Library	Saratoga	2,708
Byron-Bergen Public Library	Genesee	25,466
Canajoharie Library/Gallery	Montgomery	192,192
Copiague Memorial Public Library	Suffolk	15,013
Cordelia Greene Library	Wyoming	444
Cutchogue Free Library	Suffolk	6,745
Diver Library	Rensselaer	5,945
Field Library	Westchester	645
Grand Island Memorial Library	Erie	39,096
Half Hollow Hills Community		
Melville Branch	Suffolk	121,541
Hampton Bays Public Library	Suffolk	84,565
Hicksville Public Library	Nassau	9,852
Nanuet Public Library	Rockland	39,096
The New York Public Library		
96th Street Branch	New York	121,541
Newark Public Library	Wayne	38,119
North Bellmore Public Library	Nassau	39,096
North Tonawanda Public Library	Niagara	1,184
Oneida Library	Madison	30,755
Queens Borough Public Library		
Glendale Branch	Queens	20,857
Rochester Public Library		
Arnett Branch	Monroe	1,811.50
Pulaski Branch	Monroe	1,811.50
Rockville Centre Public Library	Nassau	39,096
Schenectady County Public Library		
Glenville Branch	Schenectady	54,694
Stevens Library	Wyoming	568
Suffern Free Library	Rockland	1,191
Utica Public Library	Oneida	58,512
Wead Library	Franklin	1,666
TOTAL		**$1,333,044**

SPECIAL LIBRARY NEEDS OF CHILDREN AND YOUNG ADULTS IN THE DECADE OF THE CHILD AND BEYOND

By Maureen O. Ferrell, Head, Children's Services, Steele Memorial Library, Elmira, NY

If the 1980s has been primarily the decade of automation and electronic networking in libraries, certainly the 1990s will be the decade of human resource sharing and outreach to young library patrons. Although the first and most dramatic changes caused by automation have not occurred in the area of youth services, many of the benefits associated with automation such as reduced processing time and increased availability of materials have directly enhanced library services to children and young adults. The wonders of automation in the 1980s have made it possible to bring materials from the most remote sites to young patrons in a local community. Even though youth librarians have generally not been at the forefront of the automation movement, they have had more time via word processing, automated circulation and electronic cataloging to create new programs, to do more extensive outreach work and to focus on bringing the youthful nonuser into the library. This article discusses the special library needs of youth in the 1990s and the outreach methods that youth services specialists might use to meet these needs.

YOUTH OUTREACH AND NETWORKING AREAS FOR THE 1990s

One of the primary goals of outreach to youth in the decade ahead should be to connect both youthful users and nonusers to the wealth of information available in libraries. The advent of electronic networking and regional database sharing has created a new level of accessibility of information not found in the past. The real task for the 1990s is to make children and young adults aware of the myriad services and information relevant to their needs and interests that can be obtained by using their local libraries.

Although the traditional role of the youth services librarian will continue to include reference and reader advisory work, programs and all the other tasks now associated with library services to children and young adults, new areas of needed outreach will also be identified. I suggest that these relate to concerns organized under six headings:

I. Health-related Issues

The burgeoning epidemic of drug abuse and such complicated health problems as AIDS will necessitate a strong effort by youth services librarians to develop library collections that provide accurate and current information for all age levels. Additionally, the local librarian will need to form cooperative networks for obtaining and disseminating this information to the younger patron. Logical connections can be made with local health departments, area health instructors and school officials, and other agencies or individuals working in health-related fields. Linking with these other agencies and officials will reduce duplication of effort and materials and increase the availability of local experts to share their programming skills and knowledge.

II. Sex Education

Although sex education is closely related to the issue of health, the continually increasing number of teenage pregnancies will require separate, focused attention by youth specialists. Librarians will need to develop both collection of relevant materials and a network of local sex educators to combat this problem. Several communities already utilize youth librarians to provide programs and information to teens in their communities, including the preparation of reading lists and traveling materials exhibits in conjunction with local Planned Parenthood groups or YWCA teen sex education programs. Other methods to involve local educators can focus on having these experts evaluate new sex education materials being considered for the teen collection or previewing sex education films and videos for possible inclusion in the library's audiovisual collection.

III. Parenting Issues

Since many of the young adult parents in a community are ill prepared for parenting, local libraries have found a strong need even in the 1980s to provide parenting materials and instruction. The 1988 LSCA Family Reading Programs that were developed by many of the public library systems in New York State highlighted the desperate need for working with "at risk" families. These grants provided outreach programs and materials to train parents to read to their children, to provide better nutrition for their families and to better utilize local social service agencies for their families' needs. Parenting programs and services in local libraries are not limited, however, to solely local benefits. Many local and system-level youth specialists worked with the New York State

Task Force On Child Abuse and Neglect to develop the regional resource listings for the Pre- and Post-Natal Parent Hospital Education Program. These local listings are combined with a State-generated brochure on practical parenting tips and are distributed to parents through local hospitals. Future parenting programs can also be modeled on The New York Public Library's teen parenting presentations conducted at many New York City hospitals' teen parenting classes. These library-sponsored programs focus on the need for young parents to utilize the local library's materials and staff expertise to assist them in meeting the needs of their children. Outreach programs such as these can involve not only library personnel, but also other area parenting specialists such as pediatricians, nutritionists and child psychologists.

IV. Literacy Issues

A natural segue from parenting program for "at risk" families is the need for literacy efforts at all age levels. Preschoolers frequently have their first exposure to literature through the local library, and school dropouts often come to the library in search of adult education that they could not complete through traditional school structures. If New York State's aim to have "better beginnings" and "successful completions" for the "family of New York" is to be achieved, the services of local libraries and youth specialists must be an integral part of any literacy program. Steele Memorial Library in Elmira already provides programs on literacy for parents and children through a cooperative venture with the local school district. These presentations involve a short talk for groups of parents on the importance of reading to and with preschoolers and are followed by a sample storyhour of fingerplays, picture book readings and storytelling with parents and children both in attendance. These parent groups are selected by the local school district from "at risk" families with children ready to attend school in the following year. This program and other outreach literacy presentations for social services and Headstart groups have long-term benefits in reducing the negative progression of low-literacy parents raising groups of low-literacy children. Youth librarians in the 1990s will need to continue to reach out to parents, children and young adults through schools, child care agencies and even employment agencies to improve literacy for the total population.

V. Computer Literacy

From the very first connections in the late 1970s between young patrons and library computers, some librarians have been reluctant to use library staff and equipment to make children and young adults computer literate. Stanley Ransom of the Clinton-Essex-Franklin Library System has noted that when an Apple microcomputer was placed in the Plattsburgh Public Library in 1979, few library professionals anticipated the flood tide of requests for computer training, for use of in-house library computers and for current collections dealing with the use of computers by children. Mary Brown of the Rye Free Reading Room was an early advocate of youth access to library computers and has spoken throughout the State on methods of introducing the juvenile patron to computers via formalized classes, same-age-level tutors and after school training sessions. For the 1990s, libraries will need to increase their efforts to make juvenile patrons computer literate.

VI. Rural and Other Outreach Issues

As regional database sharing brings even the most remote library into contact with vast resources, the youth patrons in rural or institutionalized settings will demand more library services. Although there are many youth specialists already serving rural populations through their own small communities or via system-level programs, the 1990s will probably demonstrate the largest growth in services to the more isolated patrons. Mary Carey of the Finger Lakes Library System currently participates in this outreach effort by conducting African and Bible story and discussion programs for many of the minimum security prison facilities for young adults in the upstate region. Her outreach programs to these institutionalized youth patrons can be used as models for the future by librarians interested in reaching out to discuss current topics or traditional folklore programs. Rural populations will still benefit from the offerings of bookmobile service, yet youth specialists in the 1990s should also employ more creative outreach methods such as the Books Plus Kits designed by Nancy Rubery of the Wayne County Library System in Newark, New York. These kits of materials have been designed for all age levels and on every conceivable topic for use by individual families or in rural day care or senior citizen facilities.

RESOURCE SHARING AND EXPERTISE TRAINING

Perhaps the most fundamental aspect of dealing with these issues for youth services in the 1990s is the need for resource sharing, human networking and expertise training. The issues that will impact on children and young adults in the Decade Of the Child and beyond can be better addressed through combined efforts on local, regional and State levels. The various library systems already provide the avenues for this cooperative sharing of resources and expertise. The public library systems and their youth consultants provide invaluable assistance in training

local library personnel to select materials for young patrons and to conduct programming for both children and young adults. Local school district library personnel can offer services not only to school librarians, but also to local public librarians as evidenced by Cynthia LaPier's premier efforts to increase local library system cooperation. LaPier, working with the Committee of Cooperative Librarians Of Elmira/Corning, developed a 53-page *Directory of Regional Libraries*[1] that lists their personnel, hours, public access regulations, borrower restrictions and other pertinent data. This directory is an increasingly useful tool to direct young patrons to materials that appear in regional database listings, yet are housed in libraries that are not part of the patrons' usual frames of reference. Other resource sharing areas for the 1990s will include the traditional networks of child care agencies, church organizations and scouting or civic groups.

"Libraries will be faxing articles to young patrons for homework."

However, youth services specialists should not overlook the expertise available from other personnel in their own libraries. Ann Brouse, Head of Technical Services for the Steele Memorial Library system, is also an avid storyteller with considerable expertise in the areas of prop and puppet stories. Her talents have not only been used by the local library system, but they have also been shared with both the Four County Library System in Binghamton and the Finger Lakes Library System in Ithaca. Indeed, a unique resource trade was created when Ann provided instruction in toddler programming for Finger Lakes member librarians and Mary Carey came from Finger Lakes in fall 1988 to do storytelling at the Elmira and Southport correctional facilities.

It is precisely this type of resource sharing and cross-training that will allow youth services librarians to do more effective outreach programming for larger audiences in the 1990s. Sharing expertise and training will provide local librarians with the confidence to do their own programming. Additionally, many agencies will find it useful to have library personnel train their own staff members in materials selection, booktalks, storytelling, basic research skills and other areas of youth services. Numerous libraries already provide this type of training through workshops for day care agencies, schools and youth counseling groups. As staffing and funding levels in public service agencies become more limited, it is of paramount importance to share skills and create new experts to provide the needed services to youth in the 1990s.

PROBLEMS TO CONSIDER

In addition to the continual concern for funding, the 1990s will most assuredly demonstrate problems in specific areas of youth services. Yvonne A. Frey notes in her article "Gold From Straw"[2] that the youth librarian's plight is quite similar to that of the miller's daughter in the tale of Rumpelstiltskin. Just as the daughter is asked to make ever-increasing piles of gold from straw, youth librarians are asked to do ever-increasing levels of programming with continually dwindling resources of personnel and funding. Perhaps this very paradox is the best argument for resource sharing and human networking since the efficient and cooperative use of local materials and expertise will have a positive impact on a local library's budget while also enhancing its community image.

Another problematic area exists in the establishment of permanent and highly visible connections between the young library patrons and the multitude of services and materials available to them. In addition to the traditional public relations use of library newsletters, local media announcements and flyers, new avenues to publicize a library's offerings should also be developed, including storyhours at local shopping malls and library card registration efforts at grocery stores. The importance of an ongoing public relations campaign has even been cited in Standard 10 of *New York State Public Library Service: Minimum Standards*,[3] which requires the distribution of printed information concerning library services and hours.

Administrators must also reconsider their ideas of library services to youth for the 1990s. As youth librarians develop new and innovative methods of outreach to children and young adults, they must not be hindered by administrators attempting to confine youth services to a tidy, clearly defined set of geographic and age level boundaries. Considerable flexibility must exist in any cooperative effort at regional resource sharing of materials or personnel. If regional cooperation is to be fostered and local competitiveness is to be reduced, there must be a concerted drive to eliminate the duplication of services and to develop a genuine focus on supplying efficient and effective service to the youthful end user.

THE NEXT REVOLUTION

The next revolution in library services to youth is difficult to predict. It is conceivable that libraries will be faxing articles to young patrons for homework as-

signments and answering reference questions posed by young adults from mobile phones. In any event, the 1990s and beyond will require new levels of cooperation and resource sharing to provide children and young adults with the skills they need to have prosperous futures. As their advocates in this effort, youth services librarians are at the forefront of designing programs and outreach methods to readily connect these young patrons with the vast warehouse of information and services contained in the labyrinth of local, regional and state library systems. This maze of library materials and services has a level of meaning to children and young adults concomitantly related to the usefulness of our programs, the timeliness and accuracy of our information and the openness and receptivity of our personnel.

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2 Frey, Yvonne A., "Gold From Straw: Creative Funding For Children's Library Services," *Illinois Libraries: Youth Services*, Vol. 70, No. 1, January 1988.

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NEW COLLECTIONS RECEIVED AT NEW YORK STATE LIBRARY

Three significant new collections of papers have been received by the Manuscripts and Special Collections unit of the State Library.

Mary Cunningham Papers

Mary Cunningham (1911-1986), writer, editor and public servant, served in various capacities at the New York State Historical Association, including editor of *Yorker* magazine and *New York History*. She served as branch chief in the Food and Drug Administration during the Kennedy administration and was the first head of the Consumer Protection Division in the Department of Health, Education and Welfare. She was the first associate editor of *American Heritage* magazine. She was also deeply involved in various capacities with the development of social studies education in New York State and was very active in the Democratic Party. Ten boxes of files, relating to all of these activities, were the gift of her sister, Anna K. Cunningham.

Eastern New York Chapter of The Nature Conservancy Papers

Papers received include Board of Trustee minutes, published and unpublished reports about local and regional New York lands, several boxes of general office files depicting the development of the chapter over the past 35 years, and records of the stewardship, identification and protection activities of the Eastern New York Chapter. The Chapter, founded in 1954, is the first and oldest Nature Conservancy chapter in the United States. The Nature Conservancy is one of the premier environmental organizations in the nation and has been responsible for the preservation of thousands of acres of significant lands. The Eastern New York Chapter has been responsible for preserving 39 local sites totaling over 39,000 acres, including Bear Swamp, the Stewart Preserve, the Hannacroix Ravine and part of Albany's Pine Bush among others.

Rousseau Flower Papers

Rousseau Flower was a native of Brunswick, New York, whose career in the study of invertebrate paleontology was carried out over a 50-year period. Flower was Assistant State Paleontologist in New York and a faculty member at the New Mexico Bureau of Mines and Mineral Resources. Although much of his career was in New Mexico, his special research field of Devonian and Ordovician geology and paleontology continued to have direct relevance to such research in New York. His correspondence with internationally and nationally known experts in these fields, found in his papers, provides excellent research material for current researchers. There are 22 boxes of correspondence as well as his student notebooks from his years at Cornell University. The collection is the gift of his wife.

The New York State Library is the largest state library in the nation, a member of the Association of Research Libraries and a Special Member of the Research Libraries Group. Its collections of over 5 million items are open to all researchers.

The State Library is always interested in discussing the possible donation of historical records about the history of New York to its growing collections.

BOOKMOBILES REACH OUT TO PEOPLE

By Julie Wever, Outreach Librarian, and
Leona Salzman, Assistant Director / Head of Outreach,
Clinton-Essex-Franklin Library System, Plattsburgh, NY

The Clinton-Essex Library System was chartered in 1954 to serve Clinton and Essex counties and in 1962 was expanded to become the Clinton-Essex-Franklin Library System also serving Franklin County. It was the first multicounty library system to be established in New York State. Bookmobile service began during that first year with one bookmobile and, due to the large service area the System had to cover, another bookmobile was added only a few years later.

THE SIZE OF CONNECTICUT

"Large service area" might be considered an understatement. The land area our bookmobiles travel is roughly the size of the state of Connecticut. The population density ranges from an average of 20 persons per square mile in Essex County to 77.4 persons in Clinton County. Rural residents constitute at least 68 percent of our total population. Our bookmobiles encounter rugged terrain and harsh weather conditions as the staff delivers service to 71 different locations. The length of stops at each location varies from 30 minutes up to three hours. Because of the distances traveled from System headquarters, staff on each bookmobile must do "overnights" every other week, enabling us to reach more communities with longer stops rather than using that time to return to home base.

By 1984 annual bookmobile circulation had grown to a total circulation of over 100,000. After that point, we began to see a downward trend, causing us to take a hard look at the possible need for changes in our service delivery. Our first hurdle was trying to maintain objectivity in our evaluation and admitting that services had become relatively static over the years.

Artificial barriers had been created, resulting in a general resistance to change. What if we lose longstanding bookmobile patrons? What if we institute changes and circulation continues to drop? Will staff react negatively? Combined with these and other service-oriented concerns was the reality of a deficit budget. Should bookmobile service be diminished or discontinued due to lack of funds? To address these questions objectively, we sought the assistance of professional consultants. Utilizing Coordinated Outreach Program funds, we contracted for services with Carol Hole and Russ Topping, Outreach Consultants. In March 1988 they conducted a study consisting of three phases:

1. study of documents provided by the System
2. on-site interviews and observations
3. analysis and recommendations

Ms. Hole and Mr. Topping appreciated our concern over declining circulation, but assured us that by national standards we were still at average circulation levels. They cited recent surveys conducted by Bernard Vavrek of the Clarion University Center for the Study of Rural Librarianship showing that in 1985 the national average bookmobile circulation was 42,219[1].

ANALYSIS AND RECOMMENDATIONS

With this measure of the basic soundness of our services, we were able to view the consultants' recommendations for delivering more efficient, effective bookmobile services.

In reviewing the analyses and recommendations of the consultants, we interpreted the following conditions as being essential in effecting change:

1) analyze local demographics and local planning efforts
2) look at changing social patterns
3) increase service visibility
4) remember that changes don't have to be major to have positive impact

We established a basic timetable for what we considered reasonable and practical recommendations, dividing them into long-range and immediate goals and activities. Immediate efforts were concentrated on increasing the visibility of bookmobile services.

With the cooperation of the bookmobile staff and armed with the report of the outreach consultants, we devised a marketing strategy that would better publicize bookmobile service as we planned minor changes in our service delivery. The consultants had pointed out that stops had become "frozen" and we were missing large numbers of older residents and children. Our goals, therefore, were to restructure scheduled stops to reach the public efficiently and to publicize bookmobile services for all ages. (We now visit more senior residential facilities and stay as long as possible at after-school stops — which are our busiest.)

The marketing campaign designed to attract new

patrons and increase circulation aims at greater community visibility, increased appeal to all age groups, and more efficient use of publicity contacts already in place.

BETTER USE OF EXISTING PUBLICITY

In past years, bookmobile schedules were printed twice yearly and handed out to regular patrons as they visited the bookmobile. As a result, we were promoting ourselves only to our best customers instead of attracting new users. To grab the attention of more people, we revamped the schedules and changed our distribution methods. Coordinated Outreach funds were used to print eye-catching red and white cardboard displays. Because the bookmobile had been mistaken for a traveling bookstore, the concepts of "library on wheels" and "free service" were stressed. Schedules were printed on colored paper and expanded to tri-folded legal size to include detailed (and updated) locations of stops plus a clear explanation of bookmobile policies. Displays containing about 30 schedules in the pocket were distributed to post offices, stores, churches and other centers of local business at each stop.

"To be accessible requires that we also must be approachable."

A monthly schedule of bookmobile stops is printed free of charge by 10 local newspapers throughout our area. This service is appreciated by patrons who clip out the schedule and post it on their refrigerator as a reminder of when the bookmobile is coming. This has been successful beyond our wildest expectations! A schedule printed in an Essex County weekly newspaper during the summer of 1988 caught the eye of a vacationing reporter. As a result, a lengthy article on C-E-F's service by bookmobile to rural patrons and a picture of our old Gerstenslager (which, for the first time in 11 years, had a big "break" that didn't cost anything) was flashed around the world by *The New York Times*.

Local television stations have also been willing to advertise bookmobile service. To promote new stops (or those that could use a boost) an announcement is run on the cable television public information channel and our local PBS Community Bulletin Board.

Old PSAs have been reworked and sent to radio stations throughout our service area. Although they are no longer required to do so, most stations are more than happy to run them. When a scheduled run is canceled for any reason (usually mechanical), area radio stations are notified and cancellation information is announced along with local news.

COMMUNITY VISIBILITY

We have learned the hard way that to be accessible requires that we also must be approachable. Luckily, the bookmobile staff excels at public relations and willingly sacrifices an occasional Saturday to blow the horn and pass out candy for prospective patrons.

Over 500 children and their families toured the bookmobile in spring 1988 at the Clinton County Youth Fair, which was sponsored by a local Youth Bureau. Bookmobile staff handed out balloons and bookmarks to lure visitors inside, then matched them with a stop in their neighborhood. We saw a significant increase in patrons soon afterwards. We were amazed at the number of prospective patrons who live quite near an established stop but were completely unaware of its existence. One man who stopped by to pick up a schedule discovered that we parked around the corner from his house. His chagrin doubled when our driver assured him that we had stopped at that spot every other Wednesday for the past 15 years.

"We are willing to go an extra mile for our patrons."

Community involvement is also an ideal means to discover where a new stop is needed. Twenty military families expressed an interest in bookmobile service when visiting us at a local Home Show. With the cooperation of Base authorities, two 30-minute stops at Plattsburgh Air Force Base were established in fall 1988. We now serve a total of 37 enthusiastic regular patrons of all ages and have earned permission to continue service to Base personnel.

As cosponsor of the Imagination Celebration's Storybook Trail, the bookmobile was invited to participate in the Clinton County Bicentennial Parade, which was the biggest in the County's history. The crowds that lined the streets did not all end up at our doorsteps, but we noted a surge of new patrons during the next two weeks. Once again, the most often heard comment from new patrons was, "We've seen the bookmobile go by, but never knew it was a library on wheels."

INCREASED APPEAL TO ALL AGE GROUPS

As the consultants' report noted, children and senior citizens were two groups of potential patrons underserved by the bookmobile at that time. Circulation statistics proved this to be especially true in the case of school-age children. Bookmobile staff observed two trends: stops scheduled after the arrival of the 2:30 p.m. bus are more likely to draw a capacity crowd of children and parents; and we tend to be visited by semiregulars or children who are free to use the bookmobile only during summer vacation.

Some minor rescheduling was necessary for the bookmobile to become more accessible to children and teens. Stops in the 2:30-4:00 p.m. time slot were relocated if necessary and extended as long as possible. In several cases, stops which were most heavily used by children during the summer were moved to the afternoon. As a result, summer patrons tended to become year-round users.

Each bookmobile is scheduled to make one school stop, which is always the busiest on that route. We kept these longstanding stops, but resisted the temptation to establish new school-based stops. We are simply not equipped to handle increased demand for children's materials, and serving schools with libraries is the prerogative of our local (BOCES) school library system.

At C-E-F, the bookmobiles have traditionally been considered in the same light as our 29 member public libraries, with all the rights and privileges thereof. As a result, programs and other benefits offered to member libraries are fully extended to bookmobile patrons.

During the summer of 1988 over 75 children participated in "Champy's Treasure Hunt," the bookmobile version of the "Rapt in Mystery Summer Reading Program." Elementary school children were encouraged to read 15 or more books every two weeks and were rewarded with a chance to pinpoint the location of a hidden treasure on a wall-size map. Small prizes were given to those who chose the most nearly correct coordinates, and all participants received a certificate.

Bookmarks are handed out regularly to encourage reading and are used to celebrate such special occasions as Children's Book Week. Word games and puzzles and booklists of suggested reading are stocked as well. The most popular activity which appeals to young children is a sheet that can be colored and folded into a bookmobile. It comes complete with stick figure staff to which hair and facial features may be added.

As a rule, both bookmobiles are included in system projects funded with LSCA money. They will take part in our 1989 Family Reading Program which is designed to encourage parents and children to read together in order to improve the reading skills and habits of both. Collections of books, bookmarks and booklists will be available to patrons of the bookmobiles and the member libraries. Much needed materials and up-to-date information about teen pregnancy, substance abuse and family relations were purchased through a LSCA grant called "Programs About Life" and brought to "geographically isolated" teens by the bookmobiles.

Patrons of all ages participated enthusiastically in our first annual Holiday Turkey Raffle. Patrons who checked out five items were eligible to enter a drawing to win a coupon redeemable for a turkey at a local grocery store. We noticed a circulation increase during the month and a half that the contest ran. Many regular patrons, who had determined years ago that three items would last them until their next visit, checked out five items or more in order to enter the drawing. Nowadays, three books don't seem to last as long as they used to.

In 1989 we are holding a Valentine's Day contest for patrons of all ages. Small prizes will be awarded for the fanciest, most poetic, most humorous and most original valentines. All valentines will be distributed to residents of three nursing homes in our service area in time for Valentine's Day.

SENIORS' RESIDENCE STOPS

Increased promotion to targeted age groups was undertaken hand-in-hand with several minor but effective schedule changes. Two years ago the bookmobiles stopped at five senior residence projects throughout the three counties. Today we serve twice that number.

"...we need the bookmobile to protect our links to another dimension of life."

Several of the new stops at which we serve seniors were established at the request of potential patrons. One recent stop on Flynn Avenue in the city of Plattsburgh was the toughest nut to crack. When touring the area, the consultants pounced on this location as an ideal stop to reach a significant number of senior residents of two high-rise apartment buildings who had little access to library services. Upon investigation, we found that Plattsburgh Public Library had been asked to provide these residents with library service in the form of rotating collections but was un-

able to do so at this time. Flynn Avenue had all the signs of a great stop: a large captive audience who had asked for books. Despite this evidence of interest and the fact that the stop was promoted extensively, not one person came out to see why we were sitting there. After a month or more, the bookmobile librarian grew tired of sitting at this stop and decided to drum up some business. It took a while to penetrate the locked doors of the lobby; she finally convinced someone that she wasn't selling anything and he let her in. Once inside, she posted schedules and gave an impromptu speech to residents as they were at lunch. Three members of her audience went out to investigate us on our next visit, and the stop took off shortly afterwards.

Our patrons know through our personal service to all age groups that we are literally willing to go an extra mile for them. And our patrons are there for us. This was especially evident last spring when it became apparent that we were heading for a funding problem. We were unsure at the time how a lack of increased State and local government funding would affect bookmobile services. Patrons were provided with the names and addresses of their legislators and asked to write them for support of funding for libraries and to let their representatives in Albany know how important bookmobile service is to them. Over 400 letters paved the way for our visit to our legislators on Library Legislation Day. Recently Assemblyman Chris Ortloff, a long-time supporter of rural libraries, rode with bookmobile staff on an all-day trip to Franklin County. Patrons turned out in record numbers to talk with their legislator and to confirm the importance of our service. Their feeling was perhaps best summed up by one patron on a survey taken a few years ago. He wrote, "...we live in the North Country because we love it here. The salaries aren't big, the fuel bills are high, but we love it. However, we *need* the bookmobile to protect our links to another dimension of life. Without it, I don't know that I would be willing to raise my kids in a place this remote, with only television to link us to a larger world. The bookmobile and its staff provide essential services."

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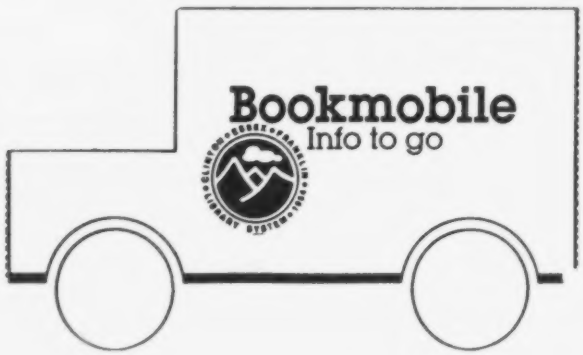

"LIVELY MINDS": THE TRAVELING LIBRARY LEARNING PROGRAM

By Dorothy Puryear,
Chief, Special Library Services,
Nassau Library System, Uniondale, NY

This is a report about a remarkable risk-taking venture, with exciting results, that took place in the combined realms of library and senior citizen center — neither of which usually is characterized as an excitingly risky environment. Nevertheless, "risk-taking venture" may actually be a conservative description of the pilot project, "Lively Minds."

The conception of the project grew from a challenge. The potential for its success was unknown. Getting it underway provided very pleasurable experiences for the participants and, from early indications, some important initial contributions to the fields of learning and libraries.

Elements of chance fortuitously combined to set the stage: 1) The growing needs of an increasing aging population became evident to the Nassau Library System in the form of several requests to send some kind of "library program" to nutrition centers where older people were transported for meals each day (forming a captive audience); 2) project funds for library services to older adults were available for new ideas; and 3) Nassau Library System had available to it the unique talents of a creative scholar/consultant.

The requests for a "library program" to fill some leisure hours of not-so-mobile senior citizens were, at first, futile. None of the 54 member libraries of this suburban system had staff to spare for such nice, well-intentioned visits. To provide a library program became a challenge.

As we searched for a solution, a single thought kept recurring: give a hungry person a meal and that satisfies for the instant. But teach that person to fish, and hunger will never again be a problem. Fishing the abundant resources and capabilities of libraries was just the skill that Ron Gross had been developing in the Nassau Library System.

Gross, author of *The Lifelong Learner*, *The Independent Scholar's Handbook*, *The New Old* and other books; cochair of the University Seminar on Innovation in Education at Columbia University; and an internationally recognized expert on adult learning, luckily was available for suggestions and advice. His innovative ideas had been responsible for the birth and growth of the Independent Scholars' Roundtables, the most consistently popular service program of NLS for the past four years, which has received national publicity.

Probably most propitious of all was the fact that requests for proposals for the annual Library Services and Construction Act grant (Title I, for improvement of library services) had arrived, indicating the State Library's interest in new proposals addressing the needs of the elderly.

"Exercise for the brain is as important as exercise for the body."

The combination of these factors produced "Lively Minds": The Traveling Library Learning Program. It answered a challenge and risked reputations and possible failure to emerge as a first-of-its-kind attempt that *succeeded*. Designed to bring opportunities to learn and grow to older people, it showed them that exercise for the brain is as important as exercise for the body. Sessions were planned to stimulate discussion and encourage use of the mind. It is the first program to anyone's knowledge to address the aspect of learning at an older age. The pilot project was funded by LSCA to demonstrate the idea. Ron Gross agreed to lead the team.

Barbara Krampitz, Reference and Adult Services Librarian, Westbury Memorial Public Library, was chosen as the librarian for the traveling team. She had helped plan the project as a member of the Advisory Committee, to which she was appointed because of her outstanding work as Coordinator of Senior Connections at her Library. Because of her full-time status at Westbury, her project hours were limited to her scheduled leave. As is true in successful endeavors, the key ingredient is people. Here again, fortune smiled on the project! The team was well matched, compatible, energetic, enthusiastic and eager to begin.

The enthusiastic response of the participants, the strong interest of the senior center directors and the local librarians make replicating this program at many more centers a very high priority. A new bookmobile stop at one center is the result of excitement generated by this project, and an ongoing current events discussion group at the center by the nearby

librarian attests to the seniors' renewed interest in *learning*.

"...replicating this program at many more centers a very high priority."

The program has already evoked national interest. More than 100 institutions and agencies throughout the country — libraries, senior centers, community colleges, adult education programs, hospitals, school systems and universities have requested information about it.

Seldom have participants, planners, personnel and project observers been so keenly aware of the feelings of rarity, adventure, involvement and *fun*. And even more rarely have the rewards of such pleasurable efforts been recognized as having significance — not only in the field of adult learning but also in the area of library service.

"WHICH WAY WOULD THEY GO?"

That question hung in the air at the Farmingdale Senior Center on Long Island, outside New York City, on a recent March afternoon. It was the first day of an entirely new program, which experts had warned might well flop.

"They" were 60-some seniors, ranging in age from the late 60s to the early 90s. They were at the Center for a nutritious lunch, a little companionship, and perhaps some reading, TV viewing, card playing or Bingo.

Today, however, something new would be offered. Under the leadership of the Nassau Library System, these seniors would be offered a new option: a series of sessions aimed at using their minds, fueled and fed by the rich resources of local libraries.

But would such a program be wanted and used? Would these seniors be willing to try something new and challenging? Or would they prefer to stick in their tried-and-true patterns and head for the TV room? Which way would they go?

Twenty-five minutes after lunch was over, 80 percent of the seniors were seated in a semicircle of chairs at one end of the lunchroom. They were recollecting proverbs and maxims that they had been taught while growing up. Librarian Barbara Krampitz from the Westbury Memorial Public Library was stimulating the discussion with a table full of books of such sayings, including ones from the cultures, and in the languages, of some of the participants. Adult educator Ron Gross was capturing the group's remembrances on a flipchart and displaying them around the room.

Two-thirds of the way through the session, the group had advanced from recalling sayings they had been taught, to creating sayings of their own, based on some of the most important experiences of their lives.

"We know this is hard," confessed educator Gross in urging them all to try. "We didn't find this easy to do ourselves. In fact, we found it much more comfortable to switch on the TV. But look what you've produced already. You'll be amazed at the wisdom that comes out of your experience if you'll plumb for it."

"As we grow old, so wisdom grows too."

By the end of the session, the group had produced a posterboard full of sayings (which would go on display at the Center in the week during the next session, to rouse further interest.) Librarian Krampitz concluded the session by noting that one of the sayings produced seemed to sum up the point of the proceedings: "As we grow old, so wisdom grows too." She encouraged participants to borrow any of the books she had brought, to apply for a card to use the Westbury Library, and to let her help them find any other library resources they would enjoy.

"I can't believe the turnout," commented Center Director Susan Weilhoefer in her office later that afternoon as she, Krampitz, and Gross reviewed what happened. "And the fact that they stayed, and participated and enjoyed it so much. Frankly, I was apprehensive beforehand, even though the concept sounded wonderful. I couldn't help but wonder — when the time arrived, and the habit of heading for the TV room after lunch reasserted itself — which way would they go?"

HOW THE PROGRAM BEGAN

The Traveling Library Learning Program derived from three sources:

1. Specific Local Needs Of Older Adults

Older adults in Nassau County are well served by a panoply of agencies and programs under the leadership of the regional Department of Senior Citizen Affairs, one of the leading such agencies in the country.

One of the prime services, indeed, are the Senior Centers, some of them cosponsored with Catholic Charities, in which The Traveling Library Learning Program are conducted.

Despite this rich array, however, an unmet need was identified in early 1987 by Vicki Ashton, Associate Director of Catholic Charities for the county, and Dorothy Puryear of the Nassau Library System. There was *no* regular program to stimulate the minds of older adults, especially those with limited means and restricted mobility.

The County's well-developed library system seemed like the ideal lead agency to pioneer in developing such a program. The mission of libraries has always included being a "people's university," a completely open and free institution providing resources and services for the independent learner — the adult living in a community who needs or desires to find out more about anything.

2. A Tradition Of Innovation

The Nassau Library System had established a tradition of innovation in the region's libraries. Its nationally recognized demonstration projects range from JOB LINK, a computerized job listing service for youth, to THE LEARNING CONNECTION, which enables learners and volunteer teachers to make contact through the library.

Another of NLS's unique projects, particularly relevant to The Traveling Library Learning Program, is the highly successful Independent Scholars' Roundtable Program, which has been operating for several years. Designed for library patrons who are learning, researching, thinking or writing on their own, the Roundtables offer support, stimulation, guidance and intellectual fun.

The Roundtables have served as a miniature "research development" operation for the Nassau Library System in the area of adult learning. A wide variety of innovative ideas have been tested in this program, including sessions on creativity, mind mapping, simulations, use of video and films, guest lecturers and workshop leaders and discussions of relevant books.

This tradition of innovation gave the team that developed The Traveling Library Learning Program a rich repertoire of ideas and practices to draw upon. Reviewing the kinds of programs pioneered in the Roundtables, they were able to select those that would appeal best to this different clientele.

3. Collaboration Of Agencies

The third success factor was the commitment to collaboration, particularly among the Nassau Library System, Catholic Charities and the Senior Centers cosponsored by Catholic Charities and the Nassau County Department of Senior Citizen Affairs.

It was essential to take the program where the seniors were gathered. It was not realistic to try to nudge these potential patrons to the library, given their frequent problems with mobility and their previous lack of use. For this reason, the "captive audience" at the Senior Centers was crucial.

Moreover, the riskiness of the project made it important to marshall the best available expertise. To provide this, an Advisory Committee was recruited, and some of the area's most distinguished leaders volunteered their time to help guide the project.

"Age itself is no obstacle to learning."

The Advisory Committee was invaluable throughout the project because it made creative and practical suggestions that helped the project succeed and because it confirmed that the concept was new, exciting and important. The Project staff also reviewed the literature in the relevant fields of aging, adult education and library services to older adults. This survey revealed a dearth of such programs.

These findings were confirmed by the authoritative work of Dr. Harry R. Moody, Deputy Director of Hunter College's Brookdale Center on Aging, in his just-published study, *Abundance of Life: Human Development Policies for an Aging Society* (Columbia University Press, 1988). After reviewing the theory and practice in the field, Moody concludes:

> There is still a persistent negative stereotype that the elderly are too old to learn. Old people themselves accept the stereotype....

Finally, after having benefitted from the guidance of the project's advisory panel and from the literature in the field, NLS took the idea out to the field. Would Center Directors — those who dealt with the elderly on a daily basis — find this bold concept appealing? Their reaction was epitomized by the response of Marline Evangelista of the Franklin Square Senior Center, who wrote when she heard that the program was being offered to selected senior centers:

> I want this program for our seniors here at Franklin Square. I've felt the need for just this kind of stimulation for our clients for years, but it was not available from any source. Please let us know what we need to do to assure that we have a place in this program. We will give you whatever kind of cooperation and help you need. Thank goodness someone has done this, at last!

None of this meant, however, that the program would work. Despite the advisors, the Center directors and the conventional wisdom in the literature,

the seniors might feel differently. In fact, as has been mentioned, the people most sophisticated in the field were the first to point out that the lack of precedents might signal the likelihood of disaster. Maybe the stereotypes were right, after all. Maybe you can get too old to learn. Maybe the seniors wouldn't come, or would come but find the challenge confusing and irritating. There was only one way to find out.

OPERATION

Before the "Lively Minds" series began, a flyer was designed to stimulate the interest of the older adults who attended the centers. In eye-catching colors of bright yellow, red and black, the flyers, announcing that a program was coming (with the day and time noted), were posted in the Senior Centers several weeks in advance. Another flyer describing the series was distributed at the first session and subsequently displayed. It stated the following six points:

1. Your Memorable Mind

   By sharing nostalgic memories, you'll use your lively mind to compare the good old days with today.

2. Your Wise Mind

   'Wisdom comes from experience.' Using proverbs and sayings, you'll examine wisdom of the past and develop some of your own for the next generation.

3. Your Creative Mind

   This session will have fun with the creativity in each of your own lively minds.

4. Your Critical Mind

   During this session you'll be able to engage your lively minds to laugh at the techniques the advertisers use to get you to buy their products.

5. Your Coping Mind

   Using six (count'em, SIX) thinking hats, you will see a new method you can use to solve difficult problems.

6. Your Growing Mind

   Minds keep growing at any age. Capturing some of your own thoughts and observations is a good way of keeping your minds lively.

The first session is described in detail in the full report. On the basis of its success, a generic "format" for the sessions was developed.

GENERAL SESSION FORMAT

The elements for the first sessions became a generic format for all of the sessions. The sequence was not always the same, but each session had a computer-generated banner proclaiming that day's title theme plus:

A. The roundup. An attention-getting device to attract participation in the library presentation.

B. Magic. (This could also be music, jokes, sketches or some other feature based on energetic creativity.)

C. Presentation of the session.

D. Group activity to get their participation early on. (Helpful to start with THEIR experiences.)

E. An individual pencil and paper exercise using worksheet forms to help make the assignment clear.

F. Presentation of library resources.

G. Discussion and recap of what was learned. Five-minute feedback from Center director (just for presenters).

IMPACT

To evaluate the success of this project, several approaches were employed. Among the evaluative measures were:

- Reports from participants in the sessions
- Observations by the two presenter/facilitators
- Interview with other trained professional who attended sessions, always including the Center Director, and usually including one other professional at the Center or visiting (an Advisory Committee member)
- Monitoring of, increased awareness, interest in and use of library resources
- Examples of specific learning by participants
- Development of techniques for encouraging senior learning
- The evaluation report prepared by the project staff
- A survey questionnaire to elicit participants' reactions

A questionnaire given at the end of the series sought to determine whether this format of mental stimulation and participation was an enjoyable experience and a useful way of promoting the library and its resources.

The overwhelming response from the older adults was positive. Many were spontaneous in thanking the team for the fun they had and wanting them to come back. One person wrote across the evaluation sheet, "The program was terrific!"

The last four questions on the questionnaire were directed towards learning how many older adults in these senior nutrition centers were currently making use of library services. Thirty-five percent reported owning a current library card. Sixty percent reported that transportation to the library is, or sometimes is, a problem. All but 10 percent indicated that they would be interested in a group trip to the library on a regular basis.

Of the library resources featured, aside from regular books, greatest interest was expressed in library sponsored bus trips, large print books, the Senior Connections Information and Referral service, "Talking Books" and library concerts.

The success of the Lively Minds Program confirmed some emerging principles in the field of aging and learning. Specifically, the project staff concluded on the basis of their experiences that:

- Age itself is no obstacle to learning.
  Individuals in this program learned regardless of their age, including some in their nineties.
- The capacity to learn and grow can be revitalized despite a long period of neglect or lack of opportunity.
  Older people's minds can be awakened and enlivened, even if they have lacked the motivation or opportunity to be thoughtful and creative for many years. This theoretical finding was confirmed by this project.
- Late-life learning can and should be as broad and deep as the best education at any age.
  This program did not attempt to focus on "issues" and "problems" considered to be of prime interest to the elderly, such as loss of spouse, living on a limited income or health concerns. The focus here was on the full functioning of the human mind and heart.
- Learning can and should be fun in this kind of situation.
  These learners are not motivated by credits, credentials, diplomas, career advancement or other forms of personal advantage. For them, learning is and must be intrinsically enjoyable and rewarding. Librarians and educators working with such learners must put the *joy* back in learning.
- Libraries and librarians have a crucial role to play in serving older people, but to do so they must create new roles, relationships, and resources.
  The riches of libraries — their personnel, resources, services and programs — can vastly enrich the lives of older people. But for this to happen, librarians will have to forge new roles and relationships. They will have to go where the elders are, at least at first, and they will have to create new ways to "turn people on" to the joys and advantages of library use. They will need to change the image of libraries in the minds of the other professionals who serve the elderly, as well as among the elderly themselves.

LIBRARY SERVICE TO THE CITY'S HOMELESS

By Mario M. Gonzalez, Assistant Coordinator, Office of Special Services, and Harriet Gottfried, Group Work Specialist, Office of Special Services, The New York Public Library

Homelessness has always been with us, but a startling increase in the number of people without a place to live occurred in the early 1980s. The United States Department of Health estimates the number of the homeless people living in the United States to be two million, while the National Coalition for the Homeless puts the number closer to four million. Advocates believe the "new homeless" appeared because:

- About a half million units of low-income rental housing have been lost every year to cooperative and condominium conversion.
- Two million well-paid manufacturing jobs have disappeared annually from the U.S. The new jobs that have been created pay lower wages.
- Federally sponsored low-income housing has become practically nonexistent.
- Systematic housing discrimination against people with AIDS or suspected of having AIDS has been occurring.
- The country has failed to provide the care that much of the mentally ill population needs.

In New York City, where cooperative and condominium conversion is pursued by real estate interests, partially in reaction to rent control and rent stabilization, the problem of newly homeless families has become acute. People who have not visited New York City in a decade are shocked by the number of homeless living in the street, shelters and the so-called "welfare hotels."

"...some of our homeless children will never recover."

An adult living on the street, in a shelter or in a welfare hotel is in a constant struggle to survive. She or he is frequently frightened, disoriented and most certainly feeling hopeless. To be a child living under these conditions is to be thrust into a situation so harmful to normal development that children's advocates fear that some of our homeless children will never recover and become functioning adults because they have languished too long in such appalling conditions. About 3,500 families live in "welfare hotels" in New York City.

LIFE AT THE MARTINIQUE

It was to the residents living at the Martinique Hotel, located at 32nd Street and Broadway in Manhattan, that The New York Public Library first attempted the delivery of library services. If it is the mission of a public library to serve all people in its service area, then the people living at the Martinique certainly qualified. But how does one provide library service to people who have no permanent address, no reliable school situation, none of the support systems routinely expected to be available to them, and no structured environment in which to read and enjoy books? The Martinique is a battered 16-story building, infested with vermin, its walls marked by graffiti but still bearing hints of a more elegant past. The cost of a room is about $1,600 a month to house a family of four without cooking facilities. The Federal government pays 50 percent, the State 25 percent and the City 25 percent.

Life there has little to do with what most people think of as hotel living. Most rooms have been converted into small, cramped units. There are no phones in the rooms and no cleaning services. Usually, three or four people live in a room, in many cases sharing an adjoining bathroom with the family next door. The rooms are too small for a table, and meals are usually eaten on the edge of the beds that cover most of the floor space. Drug trafficking is not uncommon. Security guards patrol the building and cluster in bulletproof booths in the lobby.

The hotel is located in the district of Manhattan Community Board 5. In 1985, the Board became very concerned about the number of people in hotels for the homeless within their area. The Martinique alone houses over 400 families, about half of which are headed by women who have lived there between one and two years. They live in a commercial area where there are no schools, no parks, no supermarkets, no laundromats and where the closest library is a good distance away.

LIBRARY SERVICES AT THE MARTINIQUE

The Community Board raised money to turn what

had once been the Grand Ballroom, but now fallen to decay, into a programming space where nonprofit agencies could come together to provide services for the resident families. When we first made contact, we were challenged to develop ideas for providing library service and programs. Library staff met in the ballroom of the hotel in summer 1986.

Every Friday morning, at 10:30 a.m., two children's librarians from New York Public Library branches came to the hotel and shared a picture book hour utilizing books and fingerplays. An outreach professional accompanied the librarians and was responsible for setting up the programming space and recruiting an audience by distributing flyers, putting up posters and actually going from door-to-door in the hotel to invite parents and children to come to the program. Many parents were responsive and proudly dressed their children in their "Sunday best" to attend the program. After the program, the children were encouraged to borrow two paperback picture books from a deposit collection we had purchased and placed at the hotel. They were encouraged to trade in the two books for two new ones at the next weekly program. At the end of the summer the program was informally evaluated and judged a success by the parents and children to whom we spoke.

Due to staff shortages, it was difficult to schedule two librarians on a weekly basis. We changed it to a monthly basis and developed additional storytelling staff by tapping librarians with experience in working with children but who now worked in nonpublic service posts, to conduct some of the programs. We trained volunteers from the Community Volunteer Corps (CVC), a group of teenagers and adults who dedicate their summers to community service, to do "Reading Aloud." During summer 1987, the program returned to a weekly basis because we were able to spare more staff.

In fall 1987, a day-care center opened at the Martinique, guaranteeing an audience for our programs. During summer 1988 we continued the program on a weekly basis, and right now we are beginning our winter season. Library staff also direct parents and adults who live in the hotel to the Community Information Collection set up in the Crisis Intervention Service office. There they can find sources and agencies to help them with their day-to-day needs: food stamps; day-care; housing; advocacy; clothing; and health care among others.

The City, having received so much adverse publicity about the hotels, has targeted the Martinique to be emptied of families and closed by January 1989. However, it has become obvious that there are not enough available apartments in livable condition needed to accommodate all the families. No matter how bad the Martinique Hotel is, many are afraid to leave it. Advocates say that some residents have lived in the hotel for so long, they can barely imagine living more independently. For many of them, the prospect of another, unfamiliar shelter, even one less squalid than the Martinique, is frightening. We are continuing our programming, and if the hotel does close, we are considering moving our services to the Prince George, another hotel in the area for homeless families.

PROGRAMMING AT THE PRINCE GEORGE AND ELSEWHERE

Shortly after we began programming at the Martinique, we were approached by the Children's Aid Society, who had a space at the Prince George, and asked if we could provide a small paperback book collection for their hotel. We were able to do this, and we also provided a bilingual storyteller to tell stories. In the past year, we also placed paperback collections for both adults and children at two family shelters on the lower East Side, the Catherine Street Shelter and the Third Street Shelter. Large Print books, mysteries and light fiction were placed at Valley Lodge, a temporary shelter for homeless female senior citizens. The Sun Hotel, a shelter for mentally disturbed women, is located across the street from the Port Authority bus terminal. Here we placed a collection of paperbacks and sponsored a trip for the women to visit their nearest library.

"...they can barely imagine living more independently."

A different type of residence for the homeless with which we work is Bailey House, which is located on Christopher Street in Manhattan. It opened in 1986 to provide homes for ambulatory and nonambulatory men and women with AIDS. Frequently when AIDS strikes, the support that previously existed falls away because of fear, shame or increased financial burden. Sometimes the support never existed. Bailey House staff offer health monitoring, counseling, pastoral care, meals, social services and recreation activities. Bailey House is a well-maintained and pleasant residence. The recreation room is a large space with a piano and splendid views of the Hudson. We had a poetry reading for the residents. Library staff set up a collection of light reading novels, magazines and videos in English and Spanish.

Limited outreach to the homeless has been done in the boroughs of The Bronx and Staten Island, where

there are fewer shelters and hotels. At the Conca D'Oro Motel on Staten Island, we placed self-help books and picture book programs. In The Bronx, a collection of books in English and Spanish for all ages was placed at the Prospect Interfaith Family Inn where some picture book programming for the preschool population was also done.

There are difficulties in working in homeless facilities. At the Martinique, our most firmly established program, we were able to overcome them to some extent. Networking with the other agencies providing programs at the hotel was extremely important. We shared the same space, having to coordinate times and plan who was responsible for cleaning up the room. The agencies providing service at the Martinique formed a coalition, which met once a month to discuss problems that arose among us and to share our experiences. Schedule conflicts invariably arose, particularly around holiday times, because we all usually chose that time when all the residents were home to plan special programs. Communication as well as trial and error served to defuse these situations.

STAFFING

Within the Library itself, cooperation between the different Offices and Departments was very important. We had the full support of an administration committed to this program. When we began at the Martinique, we asked librarians to participate on a volunteer basis. No one was assigned to be there who did not want to be there, and looking back we felt that it was the right approach. No one is good at everything and some people do not feel they can function in an environment like the Martinique. The atmosphere was and is extremely chaotic. The programming space is across the hall from the Crisis Intervention Office. This office is noisy and filled with residents who are in crisis and often noticeably distressed. After we had the librarians who wanted to participate, a schedule was made to provide equal participation. We conducted an orientation at the hotel, directed by a social worker from one of the participating agencies who told the librarians what difficulties they were likely to encounter. This helped make the place seem less threatening. By the time the program got off the ground, other librarians were eager to participate. The children and parents were appreciative of the Library's efforts and loved the stories and books.

DIVERSITY OF PROGRAMMING

Working in the hotel was not really different from the programs held in the Library except for one significant feature: we began to find that many school-age children were attending and enjoying the picture book programs. They were supposed to be registered in school, but because families were constantly being bumped from one shelter or hotel to another, these children fell between the cracks. We decided to welcome these children when they appeared, and librarians simply began bringing a wider range of books to use in programming. (The Board of Education is still trying to meet the needs of this population.) Although it was exhausting, we found that knocking on doors was an effective way to boost attendance at the programs, and not once did we meet with a hostile response. When the person said they could not attend that day, we left a flyer listing the other dates.

We fell into a routine of having special holiday programs during Christmas and Easter vacations featuring a puppet show or a storyteller. These programs were held during the afternoon and were open to all the residents of the Hotel. Here again, we only contacted performers we felt could work successfully in this environment. We had a magic show for Halloween at the Martinique, and after the show we gave out copies of *Where the Wild Things Are*. These books were donated by the publisher for this purpose. When we held a puppet show at the Hotel, Jim Henson, creator of the Muppets, donated enough puppets so that we were able to give one to each child who attended.

SENSITIVITY TRAINING

Our staff was also helped in their attempts at outreach programming for the homeless by attending three sessions of sensitivity training workshops held by the School of Social Work at Columbia University. These workshops were free and open to people working with the homeless. This sensitivity training proved to be very valuable. It is our hope that, when time and budget permit, we will be able to coordinate sensitivity training for the entire staff in the Library.

"We can make a difference."

There is a definite limit to what we have the time and money to do. Perhaps sometime in the future, we will be able to stock a bookmobile and make the rounds of all the shelters and hotels. All of us, as librarians, of course know the importance of books, both as a socializing and teaching tool and as a source of pleasure and comfort. For us, the books that we took out of our neighborhood library as a child were

our ticket to a wider world. They described people and experiences we knew nothing about and expanded our horizons and our idea of what was possible for us in later years. The problem of homeless people will be with us for some time to come. Solutions will not be found immediately. In the meantime, we, as librarians, cannot provide homeless people with shelter or food, but if we can mobilize ourselves as a profession, we can, on a modest scale, provide access to books and other library services. We can make a difference.

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CRISIS AT THE BORDER: MEETING THE NEEDS OF POLITICAL REFUGEES IN UPPER NEW YORK STATE

By Stanley A. Ransom, Director,
Clinton-Essex-Franklin Library System,
Plattsburgh, NY

On February 20, 1987 the open door to Canada slammed shut with a crash that reverberated throughout many upstate New York communities, but nowhere was felt so drastically as in Clinton County. From 1980 to 1986 some 1,800 refugees had been admitted into Canada. Canada's immigration policy had been to admit residents of some 21 nations that had been shown to have harsh policies toward political dissidents or toward persons who were suspected of disagreeing with the current political regime. In 1986 the number of political refugees, largely Spanish speaking and from Central and South America, swelled to 18,000. In January 1987 the new U.S. Immigration Law went into effect. This law barred illegal aliens from holding jobs in the U.S. Suddenly there was an average of 1,000 persons per week heading for the Canadian border.

Quebec province, alone of all Canadian provinces, had not only been welcoming these political refugees but had been providing welfare support while the refugees awaited their immigration hearings. This caused the flow of largely indigent refugees to become concentrated in a path that took them from New York City and the south straight up the Northway and into Quebec province.

SITUATION: REFUGEES STRANDED

No longer able to handle the increasing backlog of potential immigrants, Canada changed its policy effective February 20, 1987 and began to deny entrance to refugees until just before the date of their immigration hearing. The refugees were left stranded at the border, most with only the clothes on their backs, usually the clothes they were wearing when they fled from their tropical country. In Plattsburgh, the nearest large community with any housing, the nighttime temperatures ranged from -10 degrees to 15 above zero, mild weather by local standards.

By March 4, 1987 the Plattsburgh community was faced with accommodating 147 aliens who had been turned away from the border. Mayor Carlton Rennell sought assistance from local agencies and State and Federal offices, citing a cost of $50 per day to feed, clothe and house each refugee. The refugees first were housed in motels, then when funds ran out, they were transported to the Salvation Army and National Guard Armory buildings. The numbers climbed to 160, then to 269 and soon swelled to 302 persons.

NEEDED: CLOTHING, FOOD, BOOKS

On March 5 a call for help went out to all the Plattsburgh community through the Plattsburgh Interfaith Council and Catholic Charities. Needed were warm clothes, hot meals, games, literature in Spanish and medical attention. On a personal note, our family and other local families collected all the extra winter coats and sweaters we could find and hurried them down to the Salvation Army shelter. We also took turns bringing hot casseroles from home, with meals organized by each church.

"The refugees did all they could to help themselves."

The refugees were grateful, and they did all they could to help themselves. They organized into teams to help prepare food and serve meals. They kept the buildings clean. They organized indoor games for the children. The refugees gained the admiration and respect of the community, and there was great concern for the welfare of these individuals. One refugee composed a song in Spanish that expressed his appreciation for the warm Plattsburgh hospitality and contrasted it with the cold weather.

NEEDED: MORE HOUSING

The Salvation Army quarters and Armory soon proved to be too small to house the ever increasing number of refugees. A new 30,000 square foot building had just been completed for the Association for Retarded Children and Adults (ARC) to use as a sheltered workshop and related services. It was finally agreed to install showers and partitions and beds and to use this facility to house the refugees until the crisis was over. Local contractors contributed their time; materials were supplied by Rose Pandozy, Commissioner of the Clinton County Department of Social

Services, from county and State funds; by March 9 the refugees were able to move into this new building.

Governor Mario Cuomo promised his support and made an inspection visit to the ARC building on March 12. He had authorized the expenditure of $177,000 in State funds through State Social Services Commissioner Cesar A. Perales, who visited the encampment early in March.

NEEDED: BOOKS IN SPANISH

Even with the populations of the State University, the Plattsburgh Air Force Base and the Clinton Correction Facility, minorities represented only 4.4 percent of Clinton County's population in 1980. With relatively little demand for Spanish language materials, our libraries had only a small amount of Spanish literature, mostly translations of the classics. We were able to find about 100 books in all.

RESPONSE: LIBRARIES LOAN MATERIALS

On March 6 I sent a NYLINE message to all other public library systems in the State asking for donations of discarded or duplicate Spanish books for children and adults. We also requested loans of Spanish language materials. Response was immediate and gratifying. Over 500 books in Spanish for children and adults were sent by The New York Public Library, Queens Borough Public Library, Upper Hudson Library Federation (Albany), Onondaga County Public Library (Syracuse), and the North Country Library System (Watertown). How delighted the refugees were to receive these books! They read them over and over. Classes were held for the children using the books. They were very appreciative, and C-E-F Library System wishes to again thank these systems for their generous and timely donations.

The children's librarian at Plattsburgh Public Library, Karen Ricketson, conducted story hours for the children. Leona Salzman and Kathie LaBombard of the C-E-F Outreach Department supplied English-as-a-Second- Language materials to assist in local classes. Films for youth and adults were shown, some from the C-E-F Library System, some from the Spanish film collections for correctional facilities. French teachers from the local high schools and colleges held classes for the refugees who were planning to settle in French speaking Quebec province.

A new demand surfaced. The Spanish refugees needed Spanish-French dictionaries and grammars. Through funds provided by Brian Smith, Director of the Plattsburgh Crisis Center, a dozen of these were purchased in mid-March by the C-E-F Library System from the French & Spanish Book Corporation in New York City. These were used by the French teachers in their classes.

"The refugees gained the admiration and respect of the community."

FUNDS GIVEN

Funds continued to arrive from Federal and State sources. Hispanic inmates of the Clinton Correctional Facility gave over $400 to the Salvation Army to assist the refugees. Local churches raised funds, and the Plattsburgh Interfaith Council sponsored paralegal training sessions to counsel the refugees. A local physician treated illegal aliens free of charge, and a State-funded public health nurse was hired to provide full-time health care for refugees.

The number of refugees gradually declined during spring 1987 as their hearings in Canada were held and the refugees admitted. On June 10, 1987 the refugees were moved out of the ARC building and into local motels, churches and 14 local family host-homes. At that time the total number of refugees who had been helped was 540.

NEEDED: SERVICES STATEWIDE

According to the 1987 "Coordinated Outreach Services Narrative Reports," issued by the New York State Library Division of Library Development in July 1988, the Buffalo and Erie County Library also provided services to refugees, noting that in 1987 they "continued mobile service to Central American refugees stranded in Buffalo awaiting entrance into Canada, utilizing Spanish language materials."

NEEDED: EXPANDED SERVICES

From a low of 38 in June 1987, the number of refugees in Plattsburgh seeking asylum in Canada has started to show a steady increase, with some 896 having been assisted in 1988. The difference is that the refugees are coming not only from Latin America but also from Asia and Africa. Natives from Sri Lanka and Somaliland mingle with refugees from El Salvador, Guatemala and Costa Rica, and with the Plattsburgh residents, giving the city of Plattsburgh a cosmopolitan air. It is estimated that Canadian immigration again has a backlog of aliens numbering as high as 70,000, with hearing dates scheduled for up

to seven months after refugees apply at the Canadian border. As of November 16, 1988 there are between 210 and 230 refugees in Clinton County.

"Do books make a difference? The refugees seem to think so."

The C-E-F Library System staff is planning to meet with the full-time refugee coordinator from the Catholic Charities office. It is expected that further Outreach library materials and programs will be provided to the new groups of refugees, and Plattsburgh Public Library staff and community members will be involved as before. It may well be that this state of affairs will continue well into the 1990s as long as Canada continues to accept refugees and as long as there are conditions in the world that require that people must flee their own countries in order to survive. Do books make a difference? The refugees seem to think so.

We are proud of the warm and organized assistance that Plattsburgh has shown to the refugees. Earl S. Johnson, pastor of the First Presbyterian Church, addressing county legislators, summed it up as follows: "The County and city have become known as a place of real hospitality. The program here is a model known across the country."

AUTOMATED LIBRARY CATALOG ACCESS AVAILABLE TO EXECUTIVE AND LEGISLATIVE BRANCHES OF NEW YORK STATE GOVERNMENT

Governor Mario M. Cuomo and his staff have the resources of the largest state library in the nation at their fingertips. The New York State Library's online catalog, the Collection Management System (CMS), was installed in the Executive Chamber at the end of July. Online catalog access is also available in both houses of the State Legislature as well as in libraries and information centers in many State agencies.

CMS provides author, title, subject and keyword access to over one million titles in the State Library's research collection of books, journals, government documents and maps. Operational since 1981, CMS was one of the first automated catalogs of a major library in the United States. It replaced a 3 million-card, 2,000 drawer manual catalog.

The State Senate, which pioneered legislative access in a 1985 pilot project, now provides the online catalog to each Senator's Albany office as well as to central research, program development and research staffs.

After finding desired information, clients can print out citations and transmit them to the State Library by telephone, telefacsimile or messenger. Library staff page the materials and deliver them to Legislative offices, mailrooms or the State Library's service point in the Legislative Office Building — often within hours after the request is generated.

Marian Crounse, legislative associate to State Senator Hugh T. Farley and a regular user of the online catalog, says: "When the Legislature is in session, the Senator needs complete information and he needs it quickly. Information which comes too late or omits some crucial recent research is not only useless, but may actually be damaging. I can check the catalog to verify the latest acquisitions right from my office — a step I would be tempted to omit if I had to make the half-hour trek to the Library."

Senate users select the online catalog as an option on their office automation terminals. The Assembly can access through existing terminals. Others may incorporate software supplied by the State Library.

With the help of an internal task force, the State Library recently completed a study of the Collection Management System with recommendations for transforming the system into a statewide information network. This long-range program, projected over a three-year timetable, will streamline and enhance the State Library's online catalog.

New features will include greater ease of use, an increased number of searchable fields and the ability to display bibliographic records from other libraries in New York State government.

LIBRARY LITERACY PROGRAMS IN ROCHESTER — A COOPERATIVE APPROACH

By Mary Gleason,
Rochester [NY] Public Library

Kay Adams, for many years outreach consultant for the Monroe County Library System (MCLS), defined her job as working to make the "special" regular. Examples of the "special" are:

- the man who visits the library to photocopy a valuable document but can't read the instructions on the machine and is ashamed to ask for help;
- the mother whose child wants to apply for a library card, a process requiring the mother's signature on a rules and regulations form that she can't read; or
- the hundreds of faces we never see, people who do not use libraries at all because they lack reading skills.

What is our responsibility to this special Rochester population — some 20,000 strong — of adult illiterates? How can we work cooperatively with local school, volunteer, business and other community-based programs to help these adults achieve the skills that will enable them to enjoy "regular" full participation in economic and community life?

The Rochester Public Library has responded to this challenge in three ways: through developing library literacy resources; cooperating with area literacy providers; and assuming leadership roles in regional literacy coalition building. We have attempted at all times to develop programs (or support existing services) that are responsive to local needs, cooperative in nature and that will be ongoing. We try to meet those goals by working closely with area service providers and by building or supporting fundable projects.

RESOURCE DEVELOPMENT

Town libraries, branch libraries and the Rochester Public Library's (RPL) Central Library have been steadily developing literacy collections for several decades. The MCLS outreach consultant assisted in this process by developing booklists and using grant monies to purchase materials for various collections. Through a 1986 New York State Adult Literacy Services grant, nine MCLS town libraries added literacy software to their basic reading, English-as-a-Second-Language (ESL) and lifeskills print collections. Selection of the software was based on recommendations from Literacy Volunteers' Rochester office, for compatibility with their tutoring programs.

The Education and Religion Division of RPL's Central Library has a large literacy collection that includes ESL, GED, Adult Basic English (ABE), Lifeskills, fiction and nonfiction and tutor resource materials. Most of the material was acquired in 1986 through an LSCA Title I grant. The collection is housed in a separate case marked ADULT NEW READER and is organized according to a color-coded, subject arrangement, with the color-code key prominently displayed. Within subject groupings, materials are labeled and arranged by reading level.

The Literature Division at the Central Library has a similar, somewhat smaller collection. The ESL and reading skills materials in this collection circulate heavily. Both the Literature and Education divisions have prepared bibliographies of their holdings.

In 1984, a one-time grant from Rochester's City Council was used as seed money for the 11 branch libraries' literacy collections. Through a New York State Adult Literacy Services grant, $18,000 more was acquired in 1986, and the collections were further developed. In fall 1988, the Office of Branch Libraries will submit an LSCA Title VI grant proposal for a comprehensive program of branch literacy services, including further development of four branch library collections in close coordination with literacy programs operating in their specific service areas, addition of literacy software to branch library collections, classification of Literacy Volunteers Rochester office library collection and branch literacy collections using the same scheme, tutor and librarian workshops and publicity.

COOPERATION

Cooperation with area service providers extends beyond collection development. Libraries traditionally offer space for tutoring. Some of the Rochester Public Library branches offer space for tutor training sessions or are sites for area Adult Basic Education classes.

In 1986, the Gates Public Library used New York State Adult Literacy Services grant funds to cooperate with their local school's Continuing Education Department's ESL instructors. They purchased software

recommended both by the ESL program staff and Literacy Volunteers and contracted with one of the ESL teachers to teach the use of the software, in the library, to students of the program or other interested adults. Software purchased on recommendation of LVA was publicized by LVA through its newsletter.

"They hired one of the ESL teachers to teach the use of the software in the library...."

In that same year, under the same State grant program, the Monroe County Library System's Extension Department supported development of the literacy collection in the Monroe County Jail, the Ibero-America Action League, Literacy Volunteers of Rochester, the Oatka (State) Correctional Facility in Albion and the VOA/VISTA Project for Literacy.

COALITION BUILDING

Literacy coalition activity has about a 10-year history in this region, with the library having assumed leadership roles at various stages.

The earliest task force, the Genesee Regional Literacy Coalition formed in 1979, was a group of area school, library, volunteer agency and media representatives whose primary concern was getting the message out to the nine-county Genesee Region that literacy services were available and that volunteers were needed. In addition to such publicity efforts as teleconferences and talk shows, a brochure-style directory of literacy providers was developed through the Monroe County Library System Extension Department.

HUNDREDS OF FACES WE NEVER SEE

This region was swept up into the national PLUS campaign in 1986, and the Coalition was absorbed by a regional PLUS Task Force. Many of the same agencies (and people) were involved, including the library, with active involvement from the Extension Department, the Office of Branch Libraries, the Lincoln Branch Library and sometimes other interested town and branch libraries, and Central Library Divisions.

The success of the PLUS outreach awareness thrust was evident by the many requests for information flooding the networks. It was clear to local literacy providers that this region needed increased cooperation to both identify and meet local literacy needs.

In 1987, the New York State Education Department, through a grant from ACTION, offered assistance to PLUS Task Forces and literacy providers in the State. We obtained a VISTA volunteer to act as coordinator for the Task Force. The Office of Branch Libraries agreed to act as sponsor to the VISTA project, which involved both supervision of the VISTA worker and chairmanship of the PLUS Task Force.

Over the next few months, in establishing our local priorities and funding sources for these priorities once PLUS phased out and our VISTA's term expired, we reached agreement that the region required ongoing, concerted efforts in areas of recruitment, referral and educational opportunities for providers. Because these efforts would require funding, we decided to incorporate to increase our eligibility through nonprofit status. Over months of persistent and committed work, we evolved into our present structure: an incorporated coalition, pending nonprofit status, with a 15-member Board of Directors, representing an even distribution of regional school, library, industrial, volunteer and community-based literacy programs. We are seeking funding for a part-time coordinator, also donated space and supplies. We have developed a monthly newsletter, which is duplicated and distributed by the library, for information exchange among some 260 regional providers and supporters. We are in the process of creating a loose-leaf directory of area providers, which will be annually updated. It is being underwritten in its first year by the Office of Branch Libraries and was developed through assistance from the Library's Reynold's Information Center staff, who have expertise gained through developing a number of similar publications.

We expect the Coalition to play a key role in regional networking, referral and publicity. The three Board positions for Monroe County Library System staff provide RPL a useful vehicle for information exchange and a voice in goal and policy setting. We also are in a position to assist in fundraising activities that are beneficial to literacy services as a whole in our area.

LINCOLN BRANCH LITERACY SITE PROJECT

The Rochester Public Library's Lincoln Branch Library/Literacy Site Project is a noteworthy example of community library responsiveness to local literacy needs.

The Lincoln Branch is located in a severely depressed inner-city neighborhood on the City's northeast side. Because of its economically and educationally disadvantaged population, Lincoln has been a target for literacy collection development since the 1970s.

In 1986, the Lincoln Branch was awarded an LSCA Title VI grant to begin a three-year Library/Literacy Site project. The Volunteers of America (VOA), headquartered near Lincoln, had recently acquired three VISTA volunteers to locally implement the Federal ACTION Project for Literacy. The VISTA workers were trained by staff of Literacy Volunteers of Rochester. They then established three literacy learning sites: Oatka Service Center (youth detention), Native American Cultural Center and VOA Men's Shelter. Their goal was to reach disadvantaged and minority groups who might not (or could not) take advantage of other area literacy programs. Each site needed student and tutor materials, and volunteer tutors had to be recruited and trained. The VISTAs had developed recruitment and training programs but lacked funds for materials. With the LSCA grant, Lincoln provided materials, including training packets, for 150 tutors and lifeskills and basic reading for 300 students.

In addition to supporting the development of the three learning sites listed above, the Lincoln Branch established a Literacy Learning Center in a separate room in the Library for tutoring or study use during all regular library hours and stocked it with student and tutor materials. An Apple IIe computer and literacy software was also made available at this and the other three sites.

Lincoln Branch set up separate tutor and student library orientation programs, so that familiarity with libraries would become a lifelong learning tool for adult new readers. The grant also funded additions to literacy collections at two other interested branch libraries.

The Lincoln Branch Library's LSCA Title VI grant was renewed in 1988 for an additional $25,000 to continue the project, this time with a focus on recruitment. A part-time coordinator will implement an aggressive student and tutor recruitment program in the Lincoln Branch neighborhood, using media and community organization and church contacts and public meetings as vehicles. In this way, Lincoln Branch hopes to further the ground-breaking work done through the original VOA/RPL alliance, particularly as the VOA/VISTA project is nearing completion. It is further hoped that the success of this program will influence the City to view literacy services as meriting ongoing funding through the library as well as the school system.

Throughout the conception and implementation of this grant project, the Lincoln Branch has been deeply committed to working toward cooperative, ongoing literacy services in the Rochester community. Lincoln Branch head Jeff Rice has served on Long-Range Planning Committees at the Volunteers of America and has had a long association with the regional PLUS Task Force, including interim chairmanship. This kind of networking and collaborative planning is fundamental to a strong program of regional literacy services.

CONCLUSION

As we move toward the 1990s, the Rochester Public Library is committed to involvement with the regional Literacy Coalition in an effort to expand collections and services to strengthen, rather than duplicate, local programs. We anticipate increased needs for materials and services related to workplace literacy programs and to parent- or family-oriented programs.

In-service training will continue to increase staff skills in effectively responding to the needs of this special group of potential library users.

At the bottom line, library service is what occurs between each central or community library staff member and neighborhood patrons. It's through this exchange of communicated need and response that the "special" are assisted in their efforts to become regular.

THE REGIONAL LEARNING SERVICE AND EDUCATIONAL BROKERING: A CONTINUING EXPERIMENT IN FREEING UP LIVES

By Jean Kordalewski, Director,
Regional Learning Service of Central New York, Syracuse, NY

INTRODUCTION

It all began in the early 1970s when the late Stephen K. Bailey had an inspiration. At that time Bailey was a Regent of the State of New York and Chairman of the Policy Institute of the Syracuse University Research Corporation. He was well aware of current social phenomena in general and of situations affecting the lives of adults in particular. Three of the latter were (1) the adult learning movement, (2) changes in the work force and (3) unequal opportunities, especially for the disadvantaged. Adults coveted more education and more satisfying careers, but frequently found it difficult to choose from a growing variety of options. It became clear that the need for accurate information, reliable advice and dependable support was crucial. Bailey's familiarity with the issues and his presence in Syracuse were the factors that led to the design of a model service in Central New York.

A NATIONAL MODEL

The model that emerged was a neutral, free-standing, community-based, educational and career information and counseling agency for adults of all ages, stages and backgrounds. Its primary purpose was to help adults in transition make informed decisions about where to go with their lives by providing a much-needed link between persons on the one hand and opportunities on the other. The term "educational broker" was coined to describe this person-centered, intermediary role. The agency itself was named the Regional Learning Service.

The RLS model was effective, and the basic elements were replicated in many areas and in many ways. The project stimulated more ideas and more pilot projects, the result being an emergence of similar services throughout the United States. The impact of such services for adult learners and career changers proved impressive and rewarding. The brokering movement took hold, and the concept of person-centered assistance to adults in transition became a common reality.

WHO'S OUT THERE?

RLS clients are a diverse lot. They include women and men of wide-ranging economic situations and educational backgrounds, minorities, teenagers, senior citizens, employed, unemployed and underemployed. All of them are at some turning point in their lives; each of them is a unique human being.

HOW DOES IT WORK?

To meet the needs of its diverse clientele, RLS offers four basic modes of service: information and referral; individual counseling; workshops; and contracted services. The core service is individual counseling that allows clients to address in depth their career and educational concerns. RLS counselors are assigned to work with clients in a process of discovery and decision-making to define goals, assess attainment and skills, investigate possibilities, make choices and gain self-confidence. Through the use of interest inventories and exercises, investigation of selected careers and educational programs, referrals to appropriate community resources, practice in interviewing skills and development of concise resumes, clients become aware of what they can do and how to proceed on their own.

RLS counselors, called "learning consultants," are the heart of the agency's delivery system. They represent a variety of ages, backgrounds, situations and interests; reside in different parts of the city and county, including urban, suburban and rural sections; and have numerous community relationships. The learning consultant network provides breadth and flexibility that are advantageous for clients and for the organization as well.

LINKAGES

Another essential element for the RLS approach is the development of linkages with the universe of local institutions, agencies, businesses and other organizations. As a small, neutral, community-based agency itself, RLS was able to form a large network of related and compatible organizations. These linkages benefit both parties. Cross referrals and collaborative efforts support the work of each other, meet emerging needs and expand help for those who seek it. They are an excellent vehicle for reaching out to persons looking for help.

CONNECTIONS WITH THE PUBLIC LIBRARY SYSTEM

Two of the earliest and most durable connections were with local educational institutions and the county library system. The connections were natural since both institutions were obvious resources and both were developing services for adult learners as well.

The relationship between the Regional Learning Service and the Onondaga County Public Library system (OCPL) has been an active and ongoing one. During the demonstration days, the library provided space in its central, branch and member libraries so that learning consultants could meet clients in their own territory. RLS conducted information sessions about nontraditional education programs for adults in many of the satellite libraries and led numerous workshops on educational and career topics in the auditorium of the Central Library. OCPL engaged RLS staff to provide training to librarians who were participating in the model Adult Independent Learner Program and also engaged RLS to provide counseling services and workshops for its Job Information Center. RLS referred clients to the OCPL business, reference and media rooms and to other appropriate information areas. Because of their mutual interests, their joint efforts were a natural.

THE EDUCATION INFORMATION CENTERS PROGRAM

Then came the New York State Education Information Centers Program (EIC). Nationwide, the concept was advanced by the design, development and dissemination of model services for adult learners. New York State's Higher Education Library Advisory Service, Adult Independent Learner Program and the Regional Learning Service were among the national models. In 1976 the United States Congress enacted legislation that recognized the importance of lifelong learning and authorized the creation of statewide Education Information Centers. This legislation primed the pump — New York was on its way.

New York's State Education Department was well prepared to develop its plan. There were a number of EIC-type services already in place: a Statewide Advisory Council on Adult Learning Services; an Education Information Center Advisory Committee; and grounding provided by Francis U. Macy, who was the first director of the Regional Learning Service as well as director of the National Center for Educational Brokering and one of the authors of the Federal Legislation. These circumstances combined to provide a firm foundation for setting goals and designing a framework.

EIC MISSION

The EIC mission is simple and well-established. It includes the development and delivery of educational information that is comprehensive, impartial and accurate; equal access to information and counseling services for all residents, with a special outreach to target populations; and use of existing agencies providing information and counseling services and promotion of cooperation among them.

REALIZING THE MISSION

To carry out the EIC mission, a strong information base and trained counselors are obviously essential. Equal access requires a variety of reachable locations, a variety of delivery mechanisms and creative outreach efforts. Cooperation among existing service providers requires a dedication to reasoning together and performing accordingly. Neutrality, flexibility and availability are key factors.

It is clear that libraries are a major cornerstone of EIC services. It is also clear that community-based organizations play a significant role. This being so, the New York State plan calls for a library-based program to be administered by either the library or another neutral and accessible organization.

"...local service providers join hands to provide effective assistance...."

The important point, in my view, is that local service providers join hands to provide the most effective assistance to their populations. Who administers the program depends on what already exists in each community. Currently, six of New York's EIC sites are administered by libraries, and one is administered by the Regional Learning Service, which is a community-based organization. RLS and the OCPL consider themselves partners and conduct their EIC program accordingly.

HOW THE PROGRAM FUNCTIONS

The RLS/OCPL EIC program is coordinated by an RLS employee and overseen by RLS' executive director and OCPL's assistant director. Key staff members from both organizations meet periodically at the Library. Individual RLS and OCPL employees communicate frequently about programmatic issues.

The library system provides space, a wealth of information resources and design and printing of promotional materials. RLS provides information dissemination, counseling, workshops and outreach.

In the Central Library, there is a designated EIC area, which houses an Education Hotline — a telephone service that provides computerized information about available education and training courses — and SIGI-PLUS, a computerized guidance system. The area is staffed primarily by RLS employees with assistance from library staff.

Individual advisement is provided by RLS counselors who are stationed at scheduled times in the Central Library and in selected branch and member libraries. Single- or multi-session workshops are conducted by recommendation or request for various target groups in various settings. For example, workshops have served:

- pre-K mothers through school districts
- refugees in community-assistance programs
- minorities in various church associations
- patrons of library-organized groups
- laid-off workers in reemployment centers

An ongoing program of individual counseling and workshops is offered for inmates of the Onondaga County Correctional Facility by an RLS counselor. This program is conducted in conjunction with the penitentiary's Project Exodus provided by the County's Employment and Training Agency.

"An Advisory Committee assists with outreach, program planning and evaluation."

Outreach is handled by RLS and OCPL employees who share their expertise and contacts to promote EIC services. An Advisory Committee comprised of related service providers and governmental representatives assists with outreach, program planning and evaluation.

ADVANTAGES OF THE JOINT EFFORT

There are several advantages to the RLS/OCPL arrangement. The collaboration with each other and with other community colleagues enables us to determine more fully who are the people in need of information and advice and how we can help. The flexibility and availability of community agencies such as RLS makes it possible to respond to new needs as they surface. It also allows us to take the program to the people, choosing settings that are both reachable and comfortable and thereby providing access to those who might otherwise not have it. Also, the partnership between a large institution and a community agency gives a certain discrete identity to the EIC program, making its existence more clear to the potential user.

CONCLUSION

New York State's Education Information Centers Program has become a model for other states. Each of the seven sites has developed effective services. Each has constructed them in its own way, hewing to the mission and carrying it out according to what makes the most sense in its own territory.

In Syracuse, the RLS/OCPL collaboration has worked well. If the number of sites increases, as we fervently hope it will, the determination of the lead agency will again depend on what is most logical for the particular community. The service will continue to be library-based, and working relationships with community-based organizations will still be essential. The beauty of "educational brokering" is in its person-centered approach. Educational brokers are dedicated to helping adults in transition free up their lives. The challenge to the practitioners is to marshall the necessary forces to meet this commitment.

SENIOR CITIZENS HELP THE VISUALLY AND PHYSICALLY IMPAIRED

By Lawrence Zimmer, Coordinator of Volunteer Services,
New York State Library for the Blind and Visually Handicapped, Albany, NY

The New York State Library for the Blind and Visually Handicapped (LBVH) is a regional library serving the upstate 55 counties of New York. It is part of a nationwide program coordinated by the National Library Service for the Blind and Physically Handicapped, a division of the Library of Congress. LBVH is also a unit of the New York State Library. The Library provides braille and recorded books, magazines and other library services to any individual who cannot use printed matter. This means that someone who may have perfect vision but also has arthritis, or a trembling condition, or is too weak to hold a book is eligible for the service. Currently LBVH serves more than 23,000 people throughout the 55 counties. An estimated 120,000 individuals may be eligible for services.

VOLUNTEER PROGRAM NEEDED

LBVH instituted an organized volunteer program when, in 1986 one of its goals was to expand services to those who were not yet familiar with LBVH services. It soon became apparent that many homebound elderly were unable to use the full services of a library without some help. The first problem identified was this group's inability to operate our cassette playback machines. However, this was only one of an assortment of difficulties we were soon able to recognize.

In addition, we know that many elderly people have difficulty using printed matter as easily as they did when they were younger. Over 60 percent of our readers are age 60 or older. Therefore, senior citizens are the largest single group LBVH needs to target for outreach activities.

Other aspects of the overall problem of serving people across 55 counties are all too familiar — large geographic area, too few staff, too many other items contending for budgeted dollars. Therefore, the only plausible way to address these problems is through a statewide volunteer effort.

As often happens, potential solutions to these problems began to take shape as the result of other action. To recruit new volunteers to work in the Library's facility in Albany, we began to contact other agencies in the Albany area that had large numbers of volunteers for placement. These included volunteer bureaus and centers and colleges in Albany and surrounding cities. As we placed our requests with these agencies, we became aware of the Retired Senior Volunteer Program (RSVP).

RETIRED SENIOR VOLUNTEER PROGRAM

RSVP is an agency of the federal ACTION program, as are VISTA and the Peace Corps. There are over 30 RSVPs in upstate New York, usually with county geographic boundaries serving as the area of responsibility for the RSVP.

We began dealing with local RSVPs on a one-to-one basis, submitting individual requests for specific volunteer tasks. One of the RSVP directors invited LBVH's coordinator of volunteer services to speak at a consortium meeting of local RSVP directors. At this meeting, we became aware of the extended scope of RSVP activities.

One aspect of many RSVPs is their Friendly Visitor Program. In this program, senior volunteers visit homebound elderly regularly to make sure that these people do not become totally cut off from the community. The possibilities of statewide cooperation between RSVP and the Library for the Blind and Visually Handicapped began to take form. Working together, we could both increase the effective use of LBVH's services to the homebound and reach out to other seniors.

CONTRIBUTIONS BY RSVP

Borrowing from the Friendly Visitor concept, the Oswego County RSVP established what was to become a pilot project. Using several RSVP volunteers to coordinate and train other RSVP volunteers throughout different areas of the county, a network was established whereby the volunteers sought potential users of the Library's services and helped to register them with LBVH.

These potential patrons were not only individuals but also schools and nursing homes within the county. Ms. Ellen Wahl, director of the RSVP program, reported that the volunteers spent over 300 hours doing outreach work during the first year of the program. The volunteers found new readers and helped to register them, and they also helped them make book selections and taught the new readers how to operate the talking book machines.

As we move into the second year of this cooperation, other RSVPs are forming programs. In some cases, this program may be a single volunteer working within a community. In other instances, large numbers of volunteers are working throughout an entire county. Recently, five more RSVP programs from the region of Kingston to White Plains have begun to recruit volunteers to work with LBVH on outreach activities. As individual problems occur that could easily be dealt with in person but are impossible to resolve over the telephone, we will be able to tell people to contact their local RSVP for help.

One result of RSVP outreach work has been that some homebound seniors have more readily applied for services from the Library. Some homebound seniors hearing of a totally free program originating from the State bureaucracy regard that program as suspicious or "fishy." With so many confidence games being conducted on this segment of our society, who can blame them for being suspicious? However, when a neighbor explains that this library service has been paid for through their tax dollars and it is neither a scam nor a handout, these individuals are much less reluctant to apply.

In addition to individual outreach, the RSVP volunteers are public information couriers. LBVH sends cases of posters, brochures and pamphlets to the senior volunteers. They display this information in conspicuous places throughout their communities and help inform everyone in their locality about LBVH's services.

COMMUNITY INSTITUTION CONTACT

A benefit that we had not foreseen is the program continuity within such community institutions as nursing homes. LBVH serves about 1,700 institutions. A continual problem is the relatively rapid turnover of activity directors in these institutions. Often a new activity director comes to the job with no knowledge of the Library for the Blind and Visually Handicapped. They find the machines and books and may even use them for a time without realizing that new books and more machines are available at no cost to their organization.

"RSVP volunteers are public information couriers."

In several instances, the RSVP volunteers have provided a continuity for LBVH with these activity directors. When a new activity director is employed, it's not long before a senior volunteer makes a call to explain LBVH services. RSVP volunteers have even started book discussion groups in some nursing homes using LBVH talking books. This puts the volunteer in weekly contact with the activity director and maximizes the institution's use of LBVH services. When there is no volunteer involved, it may take some time for the inactivity of an institution to become apparent and an inquiry initiated.

NEW AREAS OF VOLUNTEERISM

There is yet another way in which RSVP volunteers have helped LBVH to provide services. As we move into the 1990s, we know that there are new areas of volunteerism to be explored and implemented. The Saratoga County RSVP introduced us to one of these. There are approximately 40 RSVP members in the Saratoga County infirmary, unable to travel outside of the facility but anxious to do worthwhile volunteering. The activity director, the RSVP director and LBVH began looking at tasks that these volunteers might do in the infirmary. By examining tasks in different ways, we have found several that are well suited to this group.

Earlier, we mentioned that volunteers place posters and other materials throughout their communities. They have also helped extend the life of materials that otherwise would have been discarded by the National Library Service for the Blind and Physically Handicapped. LBVH has created its own address labels on large, peel-off, sticky labels that the infirmary RSVP volunteers place on this material. This rejuvenated material is then sent all over the State for placement. The volunteers in the infirmary have also helped us to stuff envelopes and prepare materials for bulk mailings.

These tasks are labor intensive, making them almost impossible for a small library staff to undertake. In addition, they do not interest many volunteers able to travel to the Library. However, this group of volunteers is delighted to have such jobs because it is meaningful work and they are helping people less fortunate than themselves. They are making a contribution to society, and they feel useful again.

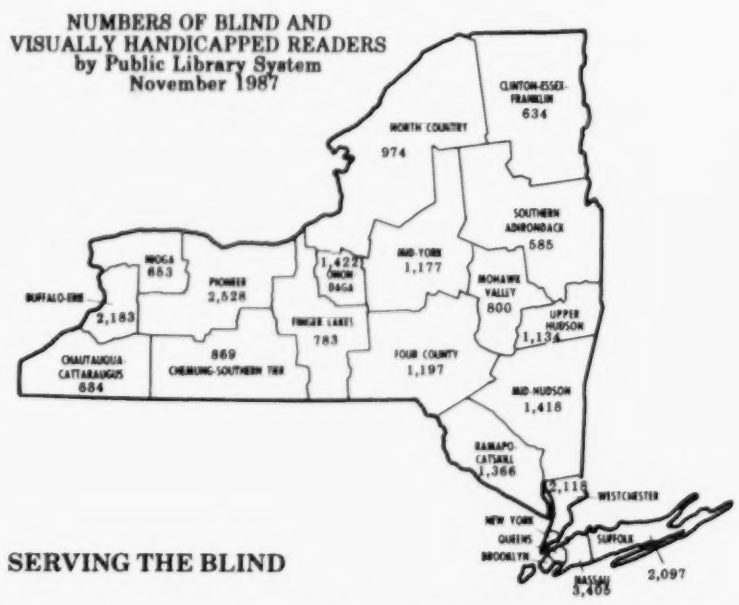
The Retired Senior Volunteer Program is not the only senior citizens group volunteering with LBVH. The General Electric Senior Elfun organization (made up of retired GE managers, engineers and workers) repair talking book machines for redistribution throughout upstate New York. Groups of retired telephone company employees, Telephone Pioneers, repair machines in many cities.

Individual senior citizens volunteer at the Library as well. They work on a variety of projects depending upon their expertise and interest. These projects range from duplicating books on high-speed tape du-

plicators to public information projects.

As we move into the next decade, we will need to examine other ways for seniors to volunteer. In the case of the infirmary, we needed to find a way to get materials to and from the volunteers. Once this difficulty was overcome by finding a vehicle for deliveries, we were able to present the volunteers with huge, "piecework" types of tasks that otherwise would have been impossible for us to complete. The experience, has taught us to be open to different ways of viewing our volunteer program.

Flexibility will be the key to volunteer programs in the 1990s. If we are able to be flexible in the way we deal with the needs of cooperating agencies and flexible in the way we view traditional tasks within the Library, there is virtually no limit to the vitality and power available to libraries through senior citizens as volunteers.



SERVING THE BLIND

The New York Public Library for the Blind and Physically Handicapped, in cooperation with the Brooklyn Public Library and the Queens Borough Public Library, served 19,244 readers in the five Boroughs of New York City in 1987. The New York Public Library also provided service to the Nassau and Suffolk subregional libraries.

The New York State Library for the Blind and Visually Handicapped served 20,525 active readers in 55 upstate counties during 1987. Readership grows by sixty to seventy readers per week.

THE NEW YORK STATE LIBRARY

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When Governor George Clinton founded the New York State Library in 1818 as "a public library for the government and people of the State," he and his contemporaries probably envisioned the Library as a collection and a place to which people would be drawn for educational and practical purposes. One hundred eighty years later, the Library's vast collections and distinguished services draw users from throughout the nation. Today, the Library also reaches out as much as it draws people in — using technology and programs to enable people to use the Library from their homes, offices throughout the State and across state lines.

This report describes how the State Library reaches out and how it served library users in the State fiscal year which ended March 31, 1988.

The New York State Library Reaches Out

To Serve State Government

The 1986 report *The State Library at the Workstation* showed how the online catalog was being extended to users in offices and homes. Today the catalog is available in each Senate and Assembly office and in State offices in Albany and New York City. The catalog is also now more comprehensive since it includes more information about journals and complete information on all United States government publications.

To make it easier to use the Library's 4.5 million books, journals, maps, manuscripts, and other materials, staff in 1987 created an "Electronic Reference Station" where computerized information search systems provide information from some 600 databases, including those on U.S. patents, reports from the National Technical Information Service, and specialized information sources on topics ranging from aerodynamics to robotics and zoology. The ERS enables staff to locate material both in the Library

continued page 2

To Help Other Libraries Serve

Some 2.5 million adults in New York State are unable to read. Thousands of preschool children have never had a book read to them. Hundreds of babies born to teenage mothers are not spoken to or sung to in the first months of their lives. Many public libraries, large and small, want to help both adults and children benefit from reading. This year, staff in the State Library's Division of Library Development worked with 17 public library systems in the "family reading program."

In November 1987, 107 libraries in these systems offered services to demonstrate that reading begins at home. With Federal Library Services and Construction Act Title I grants totaling $700,000, they purchased almost 37,000 books, provided 1,293 hours of programs, and served both parents and children.

These 17 family reading projects were among 103 LSCA grants that

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The New York State Library Reaches Out

To Serve State Government

Continued from page 1

and in other libraries and information centers.

The Library staff help librarians and information specialists in other State agencies locate and organize information. The Library helped the Department of Agriculture and Markets and the Workers Compensation Board to establish library information centers. In October 1987, staff cataloged the 1,000th book for other State agencies.

In addition to operating a Legislative Office Building service point, cooperating with the Department of Labor in serving agencies at the State Office Campus, and operating an Education Service Point, the Library held seminars on legislative intent and on newspaper coverage of State government. Staff worked with the New York State Interagency Information Group in nine programs on such topics as demographic statistics, volunteerism and the New York State Data Center's electronic bulletin board services. Staff also provided individual instruction to interns and new staff in legislative and executive offices.

To Serve Independent Scholars

The Library awarded three research residencies, enabling scholars to use collections for research in Dutch trade, 19th century literature, and environmental issues. To assist research outside Albany, the Library launched ExpressILL, a new electronic interlibrary loan request procedure which results in same-day interlibrary loan for three out of four requests.

Staff continued a program to inventory and preserve some 4,900 newspapers in the Rochester and Capital regions, as part of the U.S. Newspaper Program sponsored by the National Endowment for the Humanities.

The Library reaches across the nation by its participation in the Library of Congress Cooperative Online Serials (CONSER) program in which staff added 4,747 serial titles to the national database. The State Library ranks third (behind only the Library of Congress and the National Library of Canada) in CONSER input. In 1987 the Library of Congress designated the Library as a National Cataloging Operation (NACO) with independent status.

To Provide Public Programs

Staff and library users celebrated the addition of the Library's two millionth volume on April 27 in a day of receptions and public programs.

The Library sponsored two programs on "Technology and the Research Environment of the Future" in cooperation with the Rockefeller College of the State University at Albany. Scientists from AT&T Bell Laboratories addressed "Frontiers in Materials Science" and researchers from IBM and Columbia University addressed "Advanced Concepts in Computing."

To Teachers and Administrators

Serving elementary and secondary education statewide, the Library began providing computerized information in support of the School Health/Education to Prevent the Spread of AIDS Project. The Library also began developing Youth at Risk Clearinghouse services for teachers and YAR sites throughout the State.

To Blind Readers

The Library for the Blind and Visually Handicapped loaned 588,890 books to 21,030 readers in 55 upstate counties. Some 2,989 volunteers across the State helped repair machines, distribute information about services, and work with readers needing assistance. Some 3,076 new readers signed up during the year.

1988: THE LIBRARY'S YEAR IN NUMBERS

78,705	reference questions answered
605,201	items added to the collections: books, maps, journals, gifts, and microforms
21,169	titles cataloged
35,592	Federal and State documents received
75,934	New York State documents distributed to the State Depository libraries
20,505	journal subscriptions in the computerized serials database
128,915	journal issues checked in
83,873	items retrieved from the stacks
38,959	items circulated
87,075	interlibrary loan requests processed
143,000	patrons visited the Library, and 3,000 persons used the Legislative or State Office Campus service points. Fifty-four percent of the on-site users were from government offices; 23 percent were business or industrial researchers; and 22 percent were University students, professional and individual researchers.
588,890	talking books and braille books loaned by the Library for the Blind and Visually Handicapped

To Help Other Libraries Serve

Continued from page 1

1988: LIBRARY DEVELOPMENT'S YEAR IN NUMBERS

413	consultant visits and meetings
999	annual reports reviewed
697	State aid applications
995	State aid releases
545	State aid reports reviewed and approved
76	special Legislative grants
180	Coordinated Collection Development grants
389	public librarians certified

enabled public library systems to provide better services and reach out to new readers. The names of projects suggest how they help libraries serve people better:

Aids to the Elderly — equipment and services from the Buffalo and Erie County Public Library help people with sight or hearing problems continue to use their library.

Special Places for Special People — the Chemung-Southern Tier libraries provide information on design, construction, and adaptation of living spaces for elderly people.

Programs About Life — Clinton-Essex-Franklin Library System provides booklists on topics of urgent interest to teenagers, helping them learn what they need to know about drugs, teen pregnancy and peer pressure.

English for New Americans — literacy instruction in the Nassau Library System for non-English-speaking newcomers.

Grandreading — in the Pioneer Library System brings children and older people together in reading.

Radio Vision — a radio reading service for blind people in the communities served by the libraries in the Ramapo Catskill Library System.

And Uses Technology

The Division of Library Development used distance learning techniques in two priority programs this year. In September 1987, Division staff conducted the State Library's first closed-circuit statewide interactive teleconference.

Librarians and trustees met at nine public broadcasting stations across the State to participate in the conference, focussing on *Libraries & Technology: A Strategic Plan for the Use of Advanced Technologies for Resource Sharing*. The teleconference enabled participants to discuss key automation issues directly with Dinah Lindauer, Chair of the Statewide Automation Committee, other members of the Committee and New York State Library staff.

A different kind of teleconference during National Library Week in April enabled an estimated 50,000 television viewers to learn about preservation problems and programs. *Fighting Slow Fires*, a one-hour telecast, showed how The New York Public Library, the Adirondack Museum, and other libraries are saving endangered research materials.

The most often used telecommunications technology for sharing information among library systems, however, is NYLINE, an electronic message system connecting the State Library and some 120 library systems and libraries in New York State with libraries across the nation.

Division staff also produced an 18-minute videotape, *Effective Connections*, describing how school library systems help libraries serve teachers and children throughout the State.

And to Plan for the Future

Division staff worked with a 17-member Committee on Minimum Public Library Standards, the first step in updating regulations last revised in 1950. The New York State Board of Regents are responsible for setting minimum standards of service for public libraries as educational institutions. The Committee will make its recommendations in August 1988, and the Regents will review them in late 1988.

The Division commissioned the first comprehensive study of New York State's library systems in more than 20 years. Conducted by King Research, Inc. (KRI) of Rockville,

Maryland under contract to the State Education Department, the study is being undertaken as a basis for planning for the 1990s.

A Request for Proposal issued in spring 1987 organized the study into five components: mission and services, governance, intersystem relationships and cooperation, funding, and measurement. The study is assisted by a 20-member statewide advisory committee headed by Robert Wedgeworth, Dean of Columbia University's School of Library Service, and a team of senior managers in the State Education Department.

Most of the State's aid for library service is channeled through the 22 public library systems, 9 reference and research library resources systems, and 46 school library systems, together serving more than 4,500 member libraries of all kinds. Directly or indirectly, library systems serve all the residents of New York State.

KRI is surveying all systems and a random sample of libraries of all kinds. KRI also will hold local open meetings to encourage input and meetings to discuss findings.

STATE AND FEDERAL FUNDS UNDERWRITE SERVICES

In 1987/88 the State allocated $70.1 million in State aid for libraries. State support of the Library and Library Development Division totaled $7.9 million.

The FY 1988 Federal Library Services and Construction Act (LSCA) allocation to New York State for Title I (public library services) was $5,090,732, for Title II (public library construction) $1,333,044, and for Title III (interlibrary cooperation) $1,223,447. From these Federal funds totaling $7.7 million, staff allocated 66 percent of the LSCA funds in grants to library systems for local and regional services and for public library construction. Twenty-nine percent supported such statewide services as the library for the blind, interlibrary loan, and library development services. Five percent was expended for administration.

The State Library sought and obtained two major grants: $125,075 from the Higher Education Act Title II-C program for strengthening research libraries; and $128,000 from the National Endowment for the Humanities for the New Netherland Project. In addition, staff carried out work from grants the National Endowment for the Humanities made earlier to continue in 1987/88 work in the New York State Newspaper Project and the Conservation/Preservation office in the Division of Library Development.

State and Federal funds supported a total staff of 237 on March 31, 1988, as compared with 235 on March 31, 1987.

DIRECTORY

area code 518

State Librarian and Assistant Commissioner for Libraries	
Joseph F. Shubert	474-5930
Director of the State Library	
Jerome Yavarkovsky	473-1189
Director, Division of Library Development	
Roberta G. Cade	474-7196
Principal Librarian, Collection Acquisition and Processing	
William DeAlleaume	474-5946
Principal Librarian, Collection Management/Network Services	
J. Van der Veer Judd	474-5955
Principal Librarian, Legislative and Governmental Services	
Mary Redmond	474-3940
Principal Librarian, Reference Services	
Lee Stanton	474-2274

Other Frequently Needed Numbers

Reference Desk	**473-INFO (473-4636)**
Manuscripts and Special Collections Reference Desk	474-6282
Legislative Service Point	432-2649
EPSIS	474-3639
Documents/Gift and Exchange	474-7492
Library for the Blind and Visually Handicapped	474-5935
New Netherland Project	474-6067

NEW YORK STATE LIBRARY EXPENDITURES

April 1, 1987 - March 31, 1988

	State	Federal*
State Library Operations (except Acquisitions)	$4,653,403	$1,851,664
Library Acquisitions	2,264,658	0
Library Development Division Operations	746,888	502,529
NYSILL	251,598	0
Total Services	$7,916,547	$2,354,193

**Data based on expenditures in Federal FY1987.*

1987-88 STATE AID PAYMENTS PUBLIC LIBRARY FUNDING

Library System Name	System and Central Library	Local Library Incentive Aid	Total
Brooklyn	$4,471,880	$985,307	$5,457,187
Buffalo-Erie	1,989,722	421,647	2,411,369
Chautauqua-Cattaraugus	839,062	91,117	930,179
Chemung-Southern Tier	994,605	110,726	1,105,331
Clinton-Essex-Franklin	869,338	51,998	921,336
Finger Lakes	950,159	98,585	1,048,744
Four County	1,094,416	147,695	1,242,111
Mid-Hudson	1,451,692	178,740	1,630,432
Mid-York	1,043,947	102,288	1,146,235
Mohawk Valley	846,142	133,446	979,588
Nassau	2,533,199	677,483	3,210,682
New York	11,064,539	1,252,030	12,316,569
Nioga	859,509	145,200	1,004,709
North Country	1,179,420	145,011	1,324,431
Onondaga	988,404	160,930	1,149,334
Pioneer	2,195,934	456,773	2,652,707
Queens	3,520,085	1,003,315	4,523,400
Ramapo Catskill	1,468,345	233,090	1,701,435
Southern Adirondack	974,804	79,325	1,054,129
Suffolk	2,461,967	578,073	3,040,040
Upper Hudson	993,785	201,221	1,195,006
Westchester	1,724,024	434,303	2,158,327
Total	$44,514,978	$7,688,303	$52,203,281

OTHER STATE AID PAYMENTS

April 1, 1987 - March 31, 1988

Reference and Research Library Resources Systems	$3,002,389
School Library Systems	5,050,006
Public Library Systems/Local Correctional Institutional Service	175,000
Public Library Systems for State Correctional Institution Service	370,000
The New York Public Library Service to Blind and Handicapped Readers	739,200
The New York Public Library, Schomburg Center for Research in Black Culture	638,000
Indian Library Grants	269,251
Regional Database Program (Region/Grant)	3,045,000
Capital District ($280,000); Central New York ($305,000); Long Island ($310,000); METRO ($483,750); North Country ($275,500); Rochester ($260,000); South Central ($361,250); South Eastern ($295,000); Western ($392,500); Public Library System Competitive Grants ($100,000)	
Coordinated Academic Collection Development	1,324,114
New York Academy of Medicine (Coupons)	460,000
Hospital Library Program	1,266,000
Conservation/Preservation	1,750,000
Columbia University, Cornell University, New York University, University of Rochester, Syracuse University, The Research Libraries of The New York Public Library, and the four State University Centers at Albany, Binghamton, Buffalo and Stony Brook ($90,000 each)[1]	

Special Legislative Projects

Amherst Library Calendar Resource Center	$ 3,000
Amsterdam Free Library	4,000
Angelica Library	5,000
Avoca Library	15,000
A.K. Lowenstein Public Library	7,000
Baldwin Public Library	20,000
Brentwood Public Library	15,000
Buffalo & Erie County Public Library	9,000
Chester Public Library	10,000
Chili Town Library	25,000
City of Canadaigua Wood Library	15,000
Clayville Library	5,000
Clinton-Essex-Franklin Library System	10,000
Dolgeville-Manheim Public Library	10,000
East Rockaway Public Library	15,000
Fairmount Community Library	30,000
Finkelstein Memorial Library	50,000
Four County Library System	20,000
Four County Library System	20,000
Franklin Square Public Library	10,000
Franklin Square Public Library	10,000
Fort Washington Branch, NYPL	1,000
Garden City Public Library	9,075
Glens Falls Crandall Library	15,000
Greenville Public Library	5,000
Hicksville Public Library	11,070
Hicksville Public Library	11,000
Inwood Branch, NYPL	1,000
Langston Hughes Community Library	60,000
Larchmont Public Library	7,500
Linda Pinsky Memorial Youth Library	4,000
Merrick Library	11,100
Muhlenberg/Columbus Branches, NYPL	4,000
Nassau County Talking Book Program	65,000
Nassau Library System	65,000
New Berlin Public Library	5,000
New Rochelle Library	5,000
Nioga for Genesee County Libraries	11,000
Nioga Library System	16,000
Nioga Library System	13,500
Nioga: Niagara Libraries Assistance Program	20,000
The New York Public Library	50,000
Olean Public Library	25,000
Onondaga Free Library	15,000
Orchard Park Public Library	5,000
Patchogue-Medford Library	15,000
Philadelphia, Bodman Memorial Library	5,000
Philadelphia, Bodman Memorial Library	10,000
Plainedge Public Library	20,000
Plainedge Public Library	10,000
Port Chester Library	21,000
Port Leyden Library	7,000
Puerto Rican Cultural Heritage Library	62,500
Puerto Rican Cultural Heritage Library	62,000
Queens Borough Public Library	50,000
Rockland Center for Holocaust Studies	5,000
Saugerties Public Library	10,000
Seaford Public Library	5,000
Sidney Library	20,000
Smyrna Public Library Project	5,000
South Central Research Library Council	37,000
Southern Adirondack Library System	22,900
Southern Adirondack Library System	20,000
Southern Adirondack Library System	23,000
STLS for Hector-Valois Library	5,000
STLS for Hornell and Penn Yan Library	6,000
STLS for Hornell and Penn Yan Library	10,000
Stony Creek Free Library	10,000
Tully Community Center	10,000
Utica Library	8,500
Valley Cottage Library	20,000
Valley Stream, Waldinger Memorial Library	9,000
Wantagh Public Library	5,000
Westport Library	10,000
Wimodaughsian Library	15,000
Woodward Memorial Library	65,000
	1,327,145
Total	$19,416,105

[1] *Does not include a similar sum for the New York State Library.*

LIBRARY SERVICES AND CONSTRUCTION ACT GRANTS TITLE I — PUBLIC LIBRARY SYSTEM SERVICES

BROOKLYN PUBLIC LIBRARY	
The Child's Place preschool program	$153,102
Education Information Centers	71,693
BUFFALO AND ERIE COUNTY PUBLIC LIBRARY	
Project Leap continues outreach services	$105,000
Lifelong Learning Center	$35,925
Literacy Project	$38,540
Aids to the Elderly Project	$25,000
Family Reading Program	$40,096
CHAUTAUQUA-CATTARAUGUS LIBRARY SYSTEM	
UPDATE Radio Reading Service	$30,000
Literacy Volunteers	$22,850
English as a Second Language	$12,000
Service for the Elderly	$19,455
Microcomputer Literacy	$7,200
Parent/Child Reading Program	$38,150
CHEMUNG-SOUTHERN TIER LIBRARY SYSTEM	
Senior Information Center	$13,200
Special Spaces for Special People	$7,200
Family Literacy Project	$34,700
CLINTON-ESSEX-FRANKLIN LIBRARY SYSTEM	
Job Information Center	$7,500
Literacy Volunteer Project	$7,200
Programs About Life	$5,950
FINGER LAKES LIBRARY SYSTEM	
Services to Seniors	$16,000
Literacy Awareness Project	$11,100
Parent/Child Reading Project	$36,500
FOUR COUNTY LIBRARY SYSTEM	
Job & Citizen Information Centers	$23,500
Parent-Child Preschool Interactive Learning Centers	$12,574
Family Reading Project	$20,850
MID-HUDSON LIBRARY SYSTEM	
The Education/Job Information Center	$55,000
Literacy Program	$21,842
Reading Together Project	$45,980
MID-YORK LIBRARY SYSTEM	
Adult Independent Learner	$40,068
Literacy Volunteers Project	$18,442
Limited English-Speaking	$12,500
Senior Citizens Information Centers	$6,000
Family Reading Program	$43,850
MOHAWK VALLEY LIBRARY ASSOCIATION	
Educational and Job Information Centers	$39,000
Literacy Volunteers of Montgomery County	$18,000
Hamilton Hill Library Outreach Program	$19,240
Literacy Program of Schoharie County	$12,000
Hispanic Services Project	$3,000
Library Family Centers	$48,660
NASSAU LIBRARY SYSTEM	
Adult Independent Learner/Job Information Center	$82,000
English for New Americans	$15,000
Traveling Library Learning Program for Older Adults	$15,000
Baby Wise Project	$48,648
THE NEW YORK PUBLIC LIBRARY	
Services to the Blind and Physically Handicapped	$130,000
Learners Advisory Service/Job Information Center	$80,000
Outreach Project	$222,334
Literacy Project	$65,403
Cooperative Database and Shared Cataloging	$190,000
English-as-a-Second-Language Project	$20,263
NIOGA LIBRARY SYSTEM	
Adult Literacy Training	$14,000
Aids for Visually and Hearing Impaired People	$9,600
Entrepreneurship Resource Center	$8,500
Better Beginnings for Preschoolers	$20,000
Library Trustee Continuing Education	$7,800
Let's Read Together Project	$46,105
NORTH COUNTRY LIBRARY SYSTEM	
Education/Job Information Center	$40,000
Cultural Heritage Awareness Program	$20,000
Senior Citizens Direct Service Program	$6,000
Family Literacy Program	$34,135
ONONDAGA COUNTY PUBLIC LIBRARY	
Literacy Project	$33,000
Service to the over 60s	$20,000
Reading Begins At Home	$20,300
PIONEER LIBRARY SYSTEM	
Reaching the Rural Unserved	$15,000
Grandreading	$15,000
Adult Independent Learner/Job Information Center	$22,530
Hispanic Community Outreach Program	$18,100
Parenting Information for Better Beginnings	$22,500
Reading Begins At Home	$50,000
QUEENS BOROUGH PUBLIC LIBRARY	
Learning and Earning Connection	$50,000
Parent/Child Workshops	$50,000
Adult Literacy Program Extension Class	$13,000
Family Read Aloud Project	$50,000
RAMAPO CATSKILL LIBRARY SYSTEM	
Radio Vision	$28,210
Job Information Centers	$21,000
Computer Literacy	$38,000
Family Reading Program	$46,006
SOUTHERN ADIRONDACK LIBRARY SYSTEM	
Job Information Center/Adult Independent Learner	$33,811
Community Programs in Nursing Homes	$2,500
Family Reading Program	$48,815
SUFFOLK COOPERATIVE LIBRARY SYSTEM	
Literacy Volunteers	$22,490
Adult Learner-Literacy Volunteers	$15,930
Job and Community Information	$55,000
Family Reading Program	$47,205
UPPER HUDSON LIBRARY FEDERATION	
Outreach Services to the Disadvantaged	$25,500
Limited-English-Speaking Program	$19,750
Three-system Trustee Workshop	$4,955
Literacy Services to Adults	$19,500

WESTCHESTER LIBRARY SYSTEM

Service to the Elderly	$20,000
Literacy Volunteers	$12,000
Job Information Centers	$19,000
Bilingual Storytelling	$16,500
Homework Clinics	$12,000
Reading Encouragement and Development	$19,920

Institutions

DIVISION FOR YOUTH

Residential Facility Library Services	$56,825

DEPARTMENT OF HEALTH

Library Services to the Physically Handicapped	$15,125

Strengthening Major Urban Resource Libraries

BROOKLYN PUBLIC LIBRARY

materials in art, music, history, travel and biography, literature, science, social studies, youth services, children's books, Education/Job Information, and videocassettes of documentaries and teaching films. $162,999

BUFFALO AND ERIE COUNTY PUBLIC LIBRARY

materials on small businesses, computers, audiocassettes, compact discs, art, technology, language, Indians, fiction and government. $33,011

THE NEW YORK PUBLIC LIBRARY

information on special subjects and collections using such materials as books, microfilms, films, recordings, audio and video cassettes and instructional software. $213,622

ONONDAGA COUNTY PUBLIC LIBRARY

materials on philosophy, psychology, literature, music and videocassettes on subject-oriented, educational and how-to titles. $21,148

QUEENS BOROUGH PUBLIC LIBRARY

materials on music, architecture, art, language and history, and preservation of historical materials. $139,736

ROCHESTER PUBLIC LIBRARY

materials on business, history, literature, science, technology, education and music. $26,466

YONKERS PUBLIC LIBRARY

materials on business, finance, technology and economics. $22,981

TITLE I TOTAL $3,848,135

TITLE III

CAPITAL DISTRICT LIBRARY COUNCIL

Retrospective Conversion Invitational	$50,000

CENTRAL NEW YORK LIBRARY RESOURCES COUNCIL

Retrospective Conversion	$74,700
Retrospective Conversion Invitational	$41,100

LONG ISLAND LIBRARY RESOURCES COUNCIL

Retrospective Conversion	$21,000
Retrospective Conversion Invitational	$51,700

NEW YORK METROPOLITAN REFERENCE AND RESEARCH AGENCY (METRO)

Union List of Serials	$95,168
Retrospective Conversion Invitational	$100,000

MID-HUDSON LIBRARY SYSTEM

NYLINE	$54,600

ROCHESTER REGIONAL LIBRARY COUNCIL

Retrospective Conversion	$46,887
Retrospective Conversion Invitational	$57,640

SOUTH CENTRAL RESEARCH LIBRARY COUNCIL

Conference on Cooperative Bibliographic Instruction	$7,950
Retrospective Monograph Conversion	$92,050
Spectrum	$16,358
Retrospective Conversion Invitational	$45,000

SOUTHEASTERN NEW YORK LIBRARY COUNCIL

Retrospective Conversion Invitational	$36,198

WESTCHESTER LIBRARY SYSTEM

Westchester/MILCS Retrospective Conversion	$80,000

WESTERN NEW YORK LIBRARY RESOURCES COUNCIL

Multi-Library Monographic Retrospective Conversion	$27,655
Retrospective Conversion Invitational	$47,800

TITLE III TOTAL $945,716

TITLES I and III TOTAL $4,793,851

The New York State Education Department
New York State Library
Albany, New York 12230

NATIVE AMERICAN LIBRARY SERVICES

By Margaret Jacobs, Ethel E. Bray and Ramona Charles

In 1977, the New York State Legislature enacted a law providing permanent support for Indian Libraries, the first such appropriation and statute in the nation. The legislation was based upon successful library service projects begun with the National Indian Association and Federal Library Services and Construction Act funds. This article, prepared by the librarians of the three Indian libraries, provides a brief description of the programs of the three libraries today.

The Indian libraries have been assisted by the State aid program, their participation in the public library systems, and Federal aid under the Federal Library Services and Construction Act. The Akwesasne Library, serving residents of the St. Regis Mohawk Reservation, was opened in 1971 and received assistance from both the Clinton-Essex-Franklin Library System and LSCA Title I grants. All three libraries were among the first in the nation to take advantage of the LSCA Title IV (Indian Library Services) grants program when the Federal Act was amended in 1984. Under LSCA Title IV the three Indian Libraries in New York State have received a total of $271,944 in Title IV funds, and state aid for the libraries in the same period has totaled $1.1 million.

The Indian libraries in each case reflect a long and proud history of Native Americans. The Mohawks from the St. Regis or Akwesasne Reservation are descendants of the Mohawk people who migrated north from the Mohawk Valley in the 17th century. The lands were arbitrarily divided by the War of 1812, and, therefore, the present reserved lands are almost equally divided by the United States-Canadian border. The Seneca Nation of Indians has had a constitutional form of government since 1849, and Seneca people live on the Cattaraugus reservation, which lies in the counties of Cattaraugus, Chautauqua and Erie, and on the Allegheny reservation bordering the Allegheny River. The Tonawanda Band of Senecas live on a reservation of 7,509 acres lying in Erie County in Western New York.

The directors of the three libraries have prepared the following descriptions of their library programs — *Editor.*

AKWESASNE LIBRARY CULTURAL CENTER

By Margaret Jacobs, Director,
Akwesasne Library and Cultural Center,
Hogansburg, NY

The Akwesasne Library and Cultural Center serves 10,165 residents of the St. Regis Mohawk Reservation in Hogansburg, NY. The Reservation, located on New York's northern border, provides a variety of library and cultural services to 6,000 persons on the Canadian side and 4,165 residents on the American side.

The library collection now numbers over 27,000 items, with an annual circulation of more than 19,000. Akwesasne ("where the partridge drums") Library has more than 2,500 volumes on Indian life and culture, making it the most extensive Native American collection of any public library in New York State. The growth of the Akwesasne Library has expanded to such a degree that it was necessary to construct a new building in 1986. The Library is housed on the first floor, and the Native American Museum occupies the lower floor. Though many of our ongoing activities are still the same, we expect to see many changes in the near future.

BOOKMOBILE SERVICE

Bookmobile service has continued for 16 years, with three different vehicles. We keep hoping the Canadian side of our reserve will work for a better library of their own. During the past two years we have had to include more books, as the schools have incorporated grades seven and eight in their new school. We have tried keeping paperback books, but more study and project demands are made on use of encyclopedias and nonfiction books that we supply on many occasions by taking from our library shelves. A new (1979) small school bus was purchased in 1986 with Federal money. Inmates at the Lyon Mountain Correctional Center converted the school bus to a bookmobile in one of their carpentry classes.

In the 1990s bookmobile services will be necessary to make reading materials available to those who live

a distance from the Library and possibly to serve the schools in a more extensive manner. From September to June the bookmobile has materials primarily for students, but during July and August the collection includes books for adults. Some of these adults enjoy the juvenile level and are most welcome to choose as they please, while others have changed from one reading level to the next.

NEWSLETTER

Newsletter services through the library have been ongoing since 1971. Our current mailing list for *Ka ri wen ha wi* is up to 1,100 copies and is known and sent throughout the country. Our interest level is for everyone: senior citizen monthly menus and news; parenting ideas, meetings and workshops; also, new book lists, births, deaths and community notices, as well as job openings in the area. By 1990 the newsletter will have a new format that will include graphics and similar newspaper features being made possible through the use of a new IBM computer and duplicator machine.

COMPUTERS

At the present time the library has eight Apple microcomputers for public use. The first computer was received from the Clinton-Essex-Franklin Library System, the second from our own library funds, and the other six through a grant made by nearby Mater Dei College. As part of the Mater Dei agreement, the College is using a corner of the Library for a classroom for their precollege study skills programs in basic math, English and computer. After classes, the public, both students and adults, can use the computers.

Computers in the 1990s will include more programs; facsimile machines will be used to transmit and receive materials immediately; satellite programs for study and other general use will be available, and these will definitely be tied in with more library and database networks. Indian Libraries need to network so that they can use resources more readily.

EDUCATION PROGRAMS

The Reservation has become so education-oriented the last 16 years that having our own community college will be inevitable in the 1990s. Mater Dei College still offers a two-year associate's degree, and St. Lawrence University in Canton has classes to complete bachelor's and master's degrees. The education programs these last years have definitely encouraged the younger people to stay in school and to further their education through college, instead of dropping out of school at an early age.

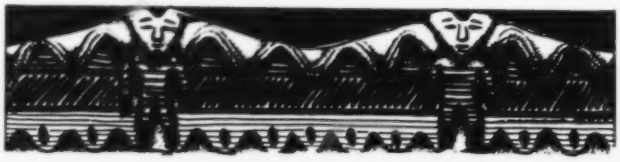
As parents bring their very young children into the Library, they are encouraged to take a book home and read to their children. The young children we had when we first opened our library are now bringing in their own children. Many times we hear from educators how the children from the reserve have done so well since we've had a library. This is one big step in helping our children gain greater knowledge.

HELPING OTHER LIBRARIES

Our Native American Library has always been involved in helping libraries and library users on the American side, whether they were on the reserve or off. This year we attended a library conference for Native American Libraries in Ontario. We were one of the reserves elected to a panel to help start Indian libraries on reserves in Canada. The second Annual Indian Libraries Conference will be held at the Akwesasne Library in May 1989. We look forward to helping other Indian libraries get established, so their people may also enjoy the benefits of good library service in the 1990s.

THE SENECA NATION LIBRARY

By Ethel E. Bray, Director,
Seneca Nation Library, Salamanca, NY



The Seneca Nation Libraries are responsible for informational, educational, cultural and recreational services for the residents of the Allegany Reservation in Salamanca, NY and the Cattaraugus Reservation in Irving, NY. These services are provided in order to bring the Seneca people to a higher plane intellectually and socially.

The Seneca Nation Libraries are funded through the New York State Education Department and supply library services for the residents of the Allegany

and Cattaraugus reservations. This funding is part of the New York State Legislature's continuing commitment to Indian Education.

The libraries provide an ever increasing range of reading materials for loan, such as a special Native American section for adults and children, a reference service, bestseller books, a large selection of easy readers, juvenile books and young adult books. An interlibrary loan service is provided through the Chautauqua-Cattaraugus Library System.

Services to the community include a large meeting room for use by community groups, a community bulletin board, a coupon exchange and consumer information. Story hours and summer reading incentive programs are held for children. There is a Senior Citizen book delivery program and special services to the handicapped. Other services include an educational information center and college and career catalogs. Film programs, income tax forms distribution and VHS and Beta tapes and video discs for circulation are also popular services.

Among the more unusual services are Native American art shows, Mother's Day and Father's Day Card Contests and presentations by local people during the Seneca Fall Festival.

All these services are provided to increase the public's awareness and use of our libraries' resources. Through our libraries and our resource materials, we hope to serve as a cultural foundation for the education of present and succeeding generations.

A goal toward the enhancement of the libraries is making available more extensive cultural services to the people of this area. Beadwork, pottery, and corn husk doll making classes are offered to the public on a continuous basis. Also offered are cultural presentations of indoor and outdoor snowsnake and lacrosse games. Indoor presentations include rattlemaking, basketry, silverwork, ribbon shirt making and Seneca cooking.

Our objectives are to fulfill a local community need for culturally related presentations. Community involvement is very apparent in our use of local resource people and donations of realia for the programs. These presentations receive the full support of the community.

TONAWANDA INDIAN COMMUNITY LIBRARY

By Ramona Charles, Director,
Tonawanda Indian Community Library, Akron, NY

The Tonawanda Indian Community Library, located in Akron, NY, has grown in worth and size since over the past 10 years. We have an extensive Indian collection of fiction, nonfiction, reference, legal books and documents, Indian newspapers and letters, etc. Many people, on and off the reservation, young and adult, use our materials. We are people oriented. Besides the Indian materials, we have a well-rounded collection of books, magazines, newspapers, cassettes, videos, etc., which we are always increasing.

SERVICES

We expect to expand our programs in nutrition, GED classes, children's reading programs, summer projects for children, holiday projects, employment, reference materials and movies. We would like to get better equipment and teach our people to operate our audio and video equipment for filming of the area and filming events for future reference. One of our librarians has been doing an outreach program, from her own car, taking books and other materials to handicapped people, elderly, and those without transportation. This has been very successful. We would like to have a bookmobile in the future.

Esther Blueye, who has linguistics experience and has almost completed her book on the Seneca language, has been teaching classes on the Seneca language at our request. There is a real need for this, and we hope it can be continued and expanded. We have also been involved in other cultural pursuits, such as our beading, leather work, silver, and feather work classes. The classes have done well and are needed. We hope to continue and expand these also.

We had been publishing a newsletter but had to discontinue it from lack of funds and materials. Newsletters are a good means of communication for the Reservation, and now the Reservation has none. It was a good way to inform the community of tribal meetings, religious events, birthdays, senior citizen doings, special events, and general news for the Reservation. We have had many requests for this, especially for employment news and job references. The job references have been put to good use. We have had good rapport with businesses in the area and in

nearby areas. We would like to expand this service and also start training programs.

Recently, we have had to cut back drastically, because we have had no State funds since 1987. The Library was approved by the Chiefs' Council in 1978 and operated without problems until 1987, when the Library did not receive the State funding to which it was entitled because one of the Council Chiefs refused to release the Library check. We had also applied for Federal funds, but they were also held up for the same reason. The Library currently is being kept open on limited hours by volunteers. Our formerly paid librarians put in many hours of voluntary time but finally had to leave for paying jobs. Our present young volunteer, Monica Webster, is doing a very good job under trying circumstances. We are currently exploring a contract with the Nioga Library System but are concerned about our lack of funds. We also hope to work toward obtaining a charter for the Library when we can be open on a regular basis.

We will continue to strive!

NOMINATIONS SOLICITED

Readers of *The Bookmark* are invited to recommend candidates for appointments to committees and councils that advise the Regents, the Education Department, and the New York State Library, including the Regents Advisory Council on Libraries and the Federal Library Services and Construction Act Advisory Council. A few vacancies occur each year, and recommendations can be made at any time.

In addition to attending Council meetings, Council members are asked to do preparation and follow-up work. Members of a Council that meets five times a year therefore are likely to perform approximately 10 days of work on behalf of the Council within the year.

Recommendations should be accompanied by a resume. Please send resumes and recommendations to the Assistant Commissioner for Libraries, New York State Library, 10C34 CEC, Albany, New York 12230.

Regents Advisory Council on Libraries

Purpose: To advise the Department on the development and implementation of comprehensive, statewide library information systems, and to assist in interpreting library needs to the Department and also interpreting Department programs/services to libraries and users.
Members: 9, five-year terms
Schedule of Meetings: Five meetings per year

Library for the Blind and Visually Handicapped Consumer Advisory Committee

Purpose: To advise the New York State Library in the development of programs and services of the Library for the Blind and Visually Handicapped.
Members: 9, three-year terms
Schedule of Meetings: Two meetings per year (1 meeting is a conference call)

Library Services and Construction Act (LSCA) Advisory Council

Purpose: To advise on the State Plan for the LSCA and related policy matters; assist in evaluation of LSCA-supported activities; and advise on preparation of Long Range Plans and annual program statements for Titles I, II, and III.
Members: 12, three-year terms
Schedule of Meetings: Three meetings per year

Advisory Council on Conservation and Preservation of Library Research Materials

Purpose: To assist in the development and operation of the grant program for conservation and/or preservation of research library materials.
Members: 5
Schedule of Meetings: Two meetings per year

Advisory Council on Federal Depository Library Service

Purpose: To advise the New York State Library/Regional Depository on Priorities in State Plan implementation; to monitor, review and report to the State Librarian and Assistant Commissioner for Libraries on the performance of the Federal depository library program in New York and on the effectiveness of the State Plan; and to provide information to appropriate bodies (e.g., Government Printing Office, Joint Committee on Printing, State Legislature) on behalf of depository library services and resources.
Members: 6
Schedule of Meetings: Two meetings per year

LIBRARY VOLUNTEERS, A GROWING PHENOMENON

By Martin Lewin, Assistant Deputy Director,
Community Relations,
Buffalo and Erie County Public Library

Not to worry. This view of volunteer outreach is not going to define either the term "volunteer" or "outreach." Nor are we going to rock the boat substantially by revelations of trailblazing initiatives to which the Buffalo and Erie County Public Library attributes its successful volunteer program. Behind my desk is a picture of State Comptroller Edward V. Regan and New York City Mayor Edward I. Koch on which the two had inked the following comments: Regan — "As you went from a $1 billion deficit to a $500 million surplus — what about next year?" to which Mayor Koch responded, "When there is a surplus in the family, there is no reason to fight. May it always be this way."

The reference is of course to an era a few years ago when New York City was facing the possibility of default and when Federal action averted that disaster. Much of volunteerism in public libraries was born out of fiscal disasters, and it is perhaps ironic that the most disastrous year in this Library's history occurred during the administration of Edward V. Regan when he was county executive of Erie County. The year was 1977, and the crisis precipitated by his radical curtailments in library funding led to the formation of Citizens to Save the Libraries, who marshalled effective public support to bring about major budget restorations. These "Friends" were funded by the more established "Friends of the Library," the Grosvenor Society who subsequently commissioned a study in 1981 by Edward M. Kieczykowski entitled *Volunteer Use In the Public Library*. This study was presented to the Library's Board of Trustees. It led to recognition on the part of the Board that volunteers could make important contributions to libraries throughout the County and that an effective organization of volunteers could best be set into motion by engaging the services of a capable volunteer coordinator. The Board then provided private funds which it turned over to the Grosvenor Society for the establishment and operation of the Library Volunteer program.

However, not all volunteer initiatives had their roots in fiscal uncertainties. A number of our libraries had accepted offers by volunteers to aid them in a variety of tasks before the decline in local library funding reached serious proportions. But the volunteer concept had not reached wide staff acceptance until a volunteer coordinator was hired to plan the scope of the program and to involve staff in the process of defining its mission. Then the slow process got underway to develop an orientation program, a training and evaluation program, a recognition program, application forms, time records, task descriptions, recruiting flyers and to establish an organizational structure.

"Volunteers supplement staff rather than supplant it."

Fortunately the Grosvenor Society was able to secure the services of the Library's former personnel director who had retired a few years earlier. Phyllis Ruszaj's knowledge of the organization, her personnel experience, her tact, her acquaintance with unit heads and the confidence she enjoyed from them as well as from the library administration got the fledgling project off to a good start. In her wisdom she recognized that "inreach" had to precede "outreach," that allaying staff apprehensions, involving staff in the planning process was essential before we could reach out into the community to provide new services. Whether all of this would have come about if, as Mayor Koch observed, "there was a surplus in the family" is open to conjecture.

VOLUNTEER ASSIGNMENTS

Initial staff response to the volunteer program ranged from negative to lukewarm. But once staff began to work side by side with volunteers, some of these feelings began to soften. A big consumer of volunteers was the surplus book sale project. Discarded books from the 53 system libraries poured into the Central Library and required sorting and packing in readiness for the annual book sale. Work on this ongoing project was not coveted by staff. In fact, staff was relieved to have volunteers tackle it; but when the actual sale came around, staff was glad to join forces with "Friends" and volunteers to set up, sell and see the money roll in. Here was a vivid example of volunteers supplementing staff rather than supplanting it.

While the Buffalo and Erie County Public Library

serves a large urban population, it also provides library services in suburban and rural settings. These independent libraries are tied to the system through contracts. They make their own decisions with regard to volunteers. Yet one of the longest serving and most creative volunteers began her service in a suburb. She tells stories, checks out books and performs a variety of volunteer tasks. Some of the activities volunteers engage in throughout Erie County include:

- Processing discards and gift books for book sales
- Filing government documents
- Stamping paperbacks
- Preparing books for mending
- Staffing checkout counters
- Processing reserves
- Staffing the reception desk
- General filing
- Sorting and indexing electrical blueprints for the Maintenance Department
- Typing book cards
- Staffing the bookshop

In the process of performing these tasks the volunteers extend the reach of the library in service to the community. As Alice Warner and Elizabeth York observe in *Volunteers in Libraries*, "The boundaries of volunteer programs are limited only by the imagination and energy of individuals involved."[1]

In our case, suggestions for volunteer uses continue to come in from staff, supervisors, volunteers and library administrators. The staffing of a receptionist desk in the Central Library was a recent addition. In October 1988, a used book shop was opened there as well. This, too, came under the umbrella of the volunteer coordinator and recruiting sales persons for it became an urgent priority. These are popular jobs providing new services. The roles of volunteers continue to grow.

RECRUITMENT

Following the example of Mrs. Ruszaj with respect to recruiting, her successor, Mary Stafford, who prior to her retirement had been the Library's Circulation Control head, did not use newspaper ads to attract new volunteer talents. Word of mouth and posters and flyers in libraries attract a sufficient number of applicants, some of whom are chosen and others told that they will be notified when a suitable opening comes along. Unemployed workers comprise a small segment of these applicants, but of course their service is likely to end suddenly when they have found jobs. Some students also volunteer but their turnover rate is on the high side. More and more senior citizens have joined our ranks. Some of them are members of RSVP, the Retired Senior Volunteer Program, a federally and county funded agency that subsidizes transportation costs for volunteers, provides insurance for them while they are on assignment and throws a big party once a year for them. "Friends" organizations also constitute a valuable source of volunteers in neighborhood libraries as do PTA's and former staff.

BECOMING LIBRARY SUPPORTERS

This link between volunteers and "Friends" provides a good bond which can provide many benefits for the library. Both become advocates for libraries and as they gather new insights into what the library does for its community, they frequently become increasingly dedicated to it. They become spokesmen for the library among their acquaintances, in their clubs and with public officials. They have been among our most eloquent spokesmen at budget hearings. They have marched on behalf of libraries, carried banners and made themselves felt. This, too, constitutes a form of outreach that becomes a byproduct of their efforts.

One objection sometimes voiced in opposition to volunteers is the question of dependability. This, of course, varies among individuals, and there are occasions when no-shows disappoint us. Although attendance is not on a par with most paid employees, Mrs. Stafford is satisfied with most of their records regarding dependability. As for the question "Is the program cost effective?", the following statistics confirm quite vividly that it is effective.

	Number of Volunteers	Hours of Service Rendered	Value of Services at Minimum Wage Rate ($3.35)
1984	99	8,651	$28,982
1985	99	12,596	42,196
1986	133	15,224	51,002
1987	169	16,226	54,457
January-October 1988	183	n/a	n/a

The Volunteer Coordinator's position is part-time, and her salary comes to approximately $7,900 a year. So much for cost effectiveness.

PROGRAM GROWTH

How do we account for the steady growth in our volunteer program? In the first place, there still is "no surplus in the family." Conditions remain tight staffwise throughout the library system. The resistance to

some uses of volunteers has abated because acceptable utilizations of their services have been found. Furthermore, the volunteer movement has grown nationally with increasing numbers of institutions, agencies and public service organizations making wide use of volunteers. Many seniors today are fit, mobile and desirous of leading productive lives. Volunteerism fits well into their game plan. Word of mouth continues to bring in their friends. Tight fiscal conditions have also led to a growth of "Friends of Libraries" organizations throughout the county which in turn contribute to the pool of volunteers. All of these factors add to the steady growth of our volunteer corps.

Still the tangible as well as the intangible benefits of volunteer programs lie both in the provision of services the library was not previously able to offer as well as in gaining a larger commitment of support from the community because of its increased involvement with the library. We have seen this in Erie County. The ranks of volunteers swell with each passing year as word spreads of our needs. Organizing a successful volunteer effort requires careful planning, attention to the needs of volunteers and adequate recognition of their contributions to the well being of the library and the community. In short, a volunteer program needs the leadership and organizational skills of a dedicated volunteer coordinator, aided by skillful supervisors and favorable staff attitudes at the work sites. The objectives of volunteer services remain essentially:

1. To help maintain or expand existing services
2. To provide new services
3. To provide community involvement

Even if there were "a surplus in the family," these principles would still be valid and the benefits derived from a corps of volunteers would justify their continued support.

REFERENCES

[1] Warner, Alice and York, Elizabeth, Volunteers in Libraries, *LJ Special Report No. 24,* 1977. p. 14.

BREAKING SILENCE — REACHING OUT TO PERSONS WHO ARE DEAF AND HEARING IMPAIRED

By Pauline Lewis, Librarian to Persons with Disabilities,
Queens Borough Public Library, Jamaica, NY

For too long, the deaf and hearing impaired have been isolated members of society; they have also been invisible users or, more often, nonusers of our libraries. Alice Hagemayer, noted deaf librarian at the District of Columbia Public Library in Washington, D.C. states: "Until recently, deaf people were considered burdens to society. We were thought to be hopelessly dull and had to accept whatever society offered us. Today it is known that the deaf have normal intelligence. We have as much right as others to enjoy life to the fullest. Every library should reach out to the unreached deaf."[1] As hearing impaired persons have increasingly asserted their rights and as public awareness has improved, public libraries have begun to cross the communication and cultural barriers that traditionally have separated the deaf and hearing communities. Special funding through New York State Coordinated Outreach Services Program (COSP) grants has also provided the impetus for libraries across the State to begin implementing special services to the hearing impaired.

The Queens Borough Public Library originally designated its COSP grant to be used to develop services specifically for persons with disabilities. In the summer of 1981, the Queens Borough Public Library began to develop specialized services to the deaf community. A Telecommunications Device for the Deaf (TTY/TDD) was installed, and a deaf teacher who is an advocate for the deaf was invited to work as a consultant in developing special programs. The first librarian chosen to head the service had a good working knowledge of American Sign Language and an awareness and appreciation of deaf culture. She did considerable outreach to the deaf community and established a program for the hearing impaired that has grown steadily.

MATERIALS

In addition to the circulating and reference collections of the Central and branch libraries that have some materials related to deafness and hearing impairment, there is a small but good collection in the Office of Library Services to Persons with Disabilities. This collection includes books on such methods of communication as sign language, speech reading, cued English and other forms of total communication. There are books on deaf culture and heritage such as the *Gallaudet Encyclopedia of Deaf People and Deafness*; biographies of noteworthy deaf persons; books on the legal, social and psychological implications of deafness; books on parenting and on education that reflect the different philosophies regarding education of the hearing impaired child; a children's collection of books to learn sign language and books with stories written in words and in signed English; books on research in audiology and prevention of hearing loss; on audiology and assistive devices; on career and job information specifically related to the hearing impaired; and on hearing loss as it affects older adults as well as fiction dealing with deafness. There is also a good, varied collection of adult interest/low vocabulary books in the Adult Learning Center that are borrowed by deaf persons, particularly students, who have expressed their delight at finding these books in the library.

A selection of periodicals is available ranging from those geared to professionals, such as *Perspectives*, to the more popular *Silent News* and *NAD Broadcaster*. There are pamphlets for reference and for distribution as well as videos to learn sign language, videos of folk tales for children, and videos on deaf awareness and culture. *Deaf Mosaic*, the Emmy award-winning cable TV series produced by Gallaudet University, is often borrowed by teachers who are using these videos creatively in their classrooms. The entire collection is used by teachers, by other professionals who work with the hearing impaired, by students, parents, and deaf persons themselves who sometimes come in just to relax and read *Silent News*.

The Central Library and 16 of the branch libraries circulate videocassettes. Queen's policy is to purchase the closed captioned version of the video if one is available. Each branch has a separate alphabetical listing of the closed captioned videos that is updated periodically. Although we do not have hard statistics to prove it, we know that many hearing impaired persons, who formerly did not use the library, do come in now to borrow the videos.

Most libraries today recognize the importance of having collections that are representative of the many needs and concerns of the hearing impaired. That recognition must be converted into policy. Librarians have to examine and expand their book selection policies to make sure that books, and other materials, related to the issues of deafness are included as ongoing

acquisitions not only for a single, Central collection, but also for the entire library system.

SPECIAL EQUIPMENT

The TDD at the Central Library provides deaf patrons with direct access to the Library's telephone information and referral services. Hearing impaired persons also use the TDD to make local calls, most of which have been related to job hunting. The Library also provides a telephone relay service for the hearing impaired, which is in great demand. Staff become involved in relaying information and in advocating for deaf persons on consumer problems and social service needs. It is a service that is greatly needed at present and has enhanced the library's image in the deaf community. The New York State 24-hour telephone relay service scheduled to begin in January 1989 will reduce the need for this type of local relay service.

It is surprising that many hearing impaired persons and even professionals working with the hearing impaired are not aware of the various kinds of assistive devices that are available. The library maintains a demonstration collection of a variety of signalling and amplifying devices for people to preview and practice using before having to purchase them. The Com Tek amplification system is regularly used in many of the programs that we plan for older adults, and some of the regular attendees who are hard of hearing have now come to expect it. Additional assistive devices and communication aids that librarians should provide as a standard service are public telephones with amplified volume control handsets, amplified audio equipment in listening centers and special listening systems for the hard of hearing in all meeting rooms and auditoriums.

Captioned films and videos are important to deaf and hearing impaired persons of all ages. They are not only entertaining, but they also improve reading skills and provide the deaf with a better understanding of the hearing world. It is important for libraries to make closed captioned decoders with TV sets available in the library for hearing impaired individuals to use.

Visual technological advances in electronic communication, such as electronic mail, videotext and facsimile systems, etc., will make it easier for deaf persons to keep informed. Libraries will have to monitor the developments in technology that can be used to improve communication and information exchange for deaf and hard-of-hearing persons.

INDIVIDUALIZED SERVICES

There is generally not a lack of community resources or information, but the problem is accessing the appropriate information and linking the person with the right service. Hearing impaired people, particularly, are often frustrated in their attempts to make use of the services they need. The Office of Library Services to Persons with Disabilities maintains an information file on community resources for disabled people. Staff try to match people who contact the Library with the appropriate service. This usually means more than making a simple referral to an agency. It involves contacting the agency, setting up appointments, assisting in completing forms and advising the hearing impaired patron in self-advocacy and, very often, advocating on his or her behalf.

"Deafness is a unique handicap."

With new information technologies we will be able to obtain information from a wide array of data sources. However, technology can only supplement, never supplant, the personalized service that a live, caring staff person can give. Library personnel in the Office of Library Service to Persons with Disabilities provide individualized assistance to hearing impaired patrons, making it easier for them to register for library cards, to find information and materials in the library and, in general, to facilitate their use of the library. Perhaps the single most important need that must be addressed by libraries in the immediate future is having library staff who are aware of and sensitive to deaf culture and who can communicate in American Sign Language and other forms of total communication.

LITERACY FOR DEAF ADULTS

To target carefully our services to the deaf community, we conducted a survey to find out what services deaf persons would most like to receive from the Library. One of the services most requested was a class for deaf adults to improve their basic reading and writing skills in English. Perlingually deaf persons who have not heard and/or not understood the sounds of the English language find it extremely difficult to learn to read, write and communicate in English. Inappropriate and conflicting educational theories and methods have also combined to retard their acquisition of verbal and written language. Therefore, the average deaf adult in the United States today reads at about the fifth grade level. This fact has real complications for libraries. Not only must libraries provide appropriate reading material, but they must also develop literacy programs for deaf adults who lack basic literacy skills.

In January 1988, the Queens Borough Public Library began a literacy class for deaf adults taught in American Sign Language. Nine students registered and six completed the first course which ran from January to May 1988. The class resumed in the fall of 1988 with 13 students. Classes are held from 6:00-8:00 p.m. twice per week. The objectives of the program are for the students to not only improve their communication skills in English but also to develop the practical skills that they need for everyday living. Class attendance is very regular. The students are highly motivated and are eager to learn. There is a great feeling of rapport among the students and with the instructor who, having deaf parents, is very aware of the needs and concerns of the students.

SIGN LANGUAGE INSTRUCTION

Deafness is a unique handicap. Within our hearing society, it is first and foremost a disability of communication because of the language barrier separating the deaf and hearing communities. Deaf persons receive language through their visual sense, and American Sign Language is a visual language that uses manual communication. It is recognized as a language with its own grammatical principles, and it is the native language of many perlingually deaf people. It follows Spanish and Italian as the third largest non-English language used in the United States.

For far too long the hearing society has placed the burden of communication on the deaf community. The deaf have been expected to speechread, to guess at what people are saying, to write notes and in general to communicate the best that they can in a hearing world. Fortunately, this attitude is beginning to change. Hearing people are recognizing their responsibility to learn sign language, and they are also beginning to appreciate the graceful beauty of the language. Learning sign language is becoming popular.

"Sign language is the third largest non-English language used in the United States."

The Queens Borough Public Library offers free classes in American Sign Language to Library staff and to the general public on the beginner and intermediate levels. We do very little to advertise the two 10-session courses that are given in the spring and fall, but they are usually over-registered. In addition to a few Library staff, most of the students work in social service agencies, hospitals, schools, court offices and even the local police precinct. Some students are hearing impaired and want to learn to communicate in ASL; others have relatives, friends or clients who use ASL. Providing this opportunity for people in the community to learn sign language promotes better communication between the hearing and nonhearing populations. It also increases awareness of the culture and special needs of deaf persons.

PROGRAMMING

Differences in communication tend to isolate deaf persons from the hearing society. The deaf community is a close-knit community that prefers to remain apart from the hearing society, not only because of difficulties in communicating but also because, like everyone, deaf persons enjoy being, and feel most comfortable, within their own culture. In *A Deaf Adult Speaks Out*, Leo Jacobs states, "Deaf adults can develop a sense of belonging only when they are with their own kind, and there deaf people prefer to be, knowing that they can belong only on the fringe of the hearing community."[2] This characteristic of isolation poses problems for libraries that are trying to reach out to the deaf community.

One of the solutions we found to enable the library to gain an entree to the deaf society was to invite a deaf person who is very active in the deaf community to become a programming consultant for the Queens Library. It has made a remarkable difference. She was on target with the topics she suggested, and her identification with programs (her name appears on the flyers) won the approval and interest of the deaf community. Attendance at the monthly programs soared, and they have become a time for deaf friends to socialize after the program is over.

All programs planned and sponsored by the Office of Library Services to Persons with Disabilities are presented or interpreted in American Sign Language. Interpreters are also provided for programs planned by the branches or other departments, if requested.

As libraries plan programs for the deaf community, it is important to recognize that the issues that affect society as a whole, such as homelessness, mental health, substance abuse and AIDS, also impact on the deaf community. And unfortunately, because of the information lag, hearing impaired persons are often less prepared to deal with these issues. Therefore, it is the responsibility of librarians to keep abreast of the trends and to find ways to implement programs that will help to keep the deaf community informed.

WHAT IS AHEAD?

"There are at least 14 million hearing-impaired persons in the United States, and of this number over

2 million satisfy the definition of being deaf."[3] New York State ranks second among the states in deaf population, and it is estimated to have at least 125,275 deaf residents. The rubella epidemic that swept the United States in the mid-1960s resulted in more than twice the expected number of children born deaf during those years. The New York State Office of Vocational Rehabilitation indicates that the percentage of hearing impaired clients per total client population has been increasing steadily. Due to advances in medicine, more premature babies survive but often with attending disabilities such as hearing impairments. Adults are also living longer but often develop a hearing loss because of the aging process. Excessive noise in the environment is also contributing to a greater number of people developing a loss of hearing. These facts indicate that the hearing impaired population is definitely increasing.

"The average deaf adult reads at about the fifth grade level."

We can also expect, and rightly so, that the deaf community will become more visible and more assertive. Events at Gallaudet University in spring 1988 were a good indication of this. As a result of new information technologies and general improvement in access to information, the deaf community, on the whole, will be more informed. Deaf persons will also, probably, be better educated. "It is time for a thorough housecleaning of the education system of the deaf," states Martin Sternberg, a well-known deaf educator. The increasing amount of research and investigation that is being done in the field of deafness education should bring about positive changes that will result in a higher standard of education for deaf persons. In fact, the trend has already begun as the reading level of the average deaf student has moved from the third grade up to the fifth grade within the last 15 years. It is realistic to expect that in the future libraries will be dealing with a larger hearing impaired population whose members are more informed, better educated and more demanding of their rights.

The new and growing awareness among public libraries of the need to reach out to serve the deaf, and the programs that have been developed, are only a beginning — only the groundwork on which libraries must continue to build their services to the hearing impaired. The fact that libraries are successfully demonstrating that their resources can and will be used by people who are deaf is encouraging for the future. The 1980s have been a decade of increasing sensitivity to the needs of the deaf and hearing impaired — a time of initiating services. The 1990s should take libraries closer to the goal of providing a quality of library services to the hearing impaired that equals that provided to the hearing community.

REFERENCES

1 Velleman, Ruth A., *Serving Physically Disabled People,* New York, R.R. BOWKER, 1979. p. 145.

2 Jacobs, Leo, *A Deaf Adult Speaks Out,* Washington, DC, Gallaudet College Press, 1979. p. 89.

3 Tyler, G. Douglas, "The Invisibility of Deafness," *Perspective on Deafness in Higher Education,* May 1983. p. 10.

LIBRARY SERVICE TO HEARING IMPAIRED PEOPLE

The following checklist of services was prepared by Marilyn Vesly and Susan Galloway of the Oklahoma Department of Libraries and is reproduced here with the permission of the Library. This checklist and other information appear also in *The Iowa Library Quarterly*, Fall 1988.

LIBRARY SERVICE TO THE HEARING IMPAIRED
AWARENESS

Information program for staff
- Speak clearly and face front for lip-readers
- Do not smoke, chew gum or cover mouth

LIBRARY ACCESSIBILITY

Have big, conspicuous signs
Have flashing lights for fire alarms, announcement of closing
Allow hearing-aid dogs
Have written rules, policies for checkout, etc.
Keep pencil and large pad available for written communication

SERVICES TO THE DEAF

Lists of books on such subjects as:
- dealing with deafness
- how to do signing
- children's books on this topic
- books available on interlibrary loan from other sources

Provide referral and resource list
Have TDD International telephone directory
Legal Information
Gallaudet University catalog

PROGRAMS FOR THE DEAF

Films without words, or foreign language with subtitles
Interpreters for other programs
Special children's story hour
Programs on lip reading, signing, etc. for persons who are not hearing impaired

ACTIVITIES

Make library available for hearing screening
Offer as drop-off point for discarded hearing aids

EQUIPMENT

TDD to communicate via telephone
Computer program to convert typed material into signs
Decoder for television — use in the library and for loan
Hookup for microphones and audio loops
Pay telephones that have volume controls

OTHER

Have staff member who can sign
Deaf Heritage Week or Month (Deaf Heritage Week will be September 24-30 in 1989)

NEW YORK RELAY SERVICE

Beginning in January 1989, people in New York State will have access to a new service that lets deaf people and hearing people "talk" by phone. The *New York Relay Service* will relay calls — from "Hello" to "Goodbye" — between the deaf and people who can hear. Calls will be billed as though they're regular phone calls — at AT&T or local phone company rates. There are no special charges.

Specially trained communications assistants will relay conversations between persons who are deaf and those who can hear. This is done by communicating simultaneously with each party: speaking aloud to a hearing person while using a TDD — a typewriter-like device that attaches easily to any standard telephone handset — to communicate with a hearing-impaired person. New York Relay Service communications assistants relay each conversation, and every call is handled in the strictest confidence.

The New York Relay Service is provided by AT&T in cooperation with the local telephone companies in New York State. For more information, write:

New York Relay Service
300 Clifton Corporate Park
Clifton Park, NY 12065-3819.

New York
Relay Service

LONG ISLAND SOUNDS: REACHING OUT TO THE DISABLED IN SUFFOLK COUNTY

By Julie Klauber, Outreach Services Coordinator, Suffolk Cooperative Library System, Bellport, NY

"The father of one of our patrons has aphasia. He cannot speak and all he does is stare at the television. Can you suggest anything?"

"I love the talking books, but what I'd really like to read is the sports scores in the local newspaper. I can barely see the headlines anymore. What can I do?"

"I am a deaf student at Suffolk Community College. I need help learning to write papers. Do you have suggestions?"

"We just opened a center to provide daytime respite services for people with Alzheimer's. Most of them can't read or even watch television. Do you have any ideas for our activity providers?"

It's a typical morning in Talking Books Plus in Suffolk County!

Suffolk County is located on the eastern end of Long Island, extending 90 miles from the Nassau border to the eastern tip of Montauk; it also includes Shelter Island and Fishers Island, which are reachable only by ferry (the latter via Connecticut). The region is a conglomeration of overlapping political and special districts, and has no countywide public transportation system.

The County has 54 independent public libraries, ranging from small, one-person operations to some of the largest and finest suburban library facilities in the country, as well as numerous public and private academic libraries and various special libraries. Indeed, most of the County's 1,355,000 residents enjoy the finest library services.

Among them, however, are some 18,000 individuals who cannot hold or handle a book or see well enough to read the print books in their libraries' collections, and thousands of others who cannot get to the library because of a mobility impairment, cannot call the library because of a hearing impairment, or cannot enjoy their libraries' fine services for a host of other disability-related reasons. There are dozens of residential care facilities for the elderly, 13 hospitals, and 3 State psychiatric centers in the County. Every effort is made to assure these residents equal access to library resources and services through a combination of centralized and local services.

Talking Books Plus (TB+), a part of the Suffolk Cooperative Library System, is the heart of Suffolk County's library services for the disabled. TB+ is a subregional library of the Library of Congress/National Library Service for the Blind and Physically Handicapped (NLSBPH). Some 1,700 visually, physically and learning disabled residents are mailed over 70,000 recorded books per year, postage free, as well as all the equipment, accessories, catalogs and information that goes with them. Local hospitals, nursing homes and schools are also active in this program.

Using a sophisticated and multifaceted computer system developed by Data Research Associates, many individuals are automatically sent talking books that they have requested and/or that are in subjects or genres of interest to them. Readers Advisory staff help hundreds of others choose their books, find information and resources they need, and lend an all-important ear to these often isolated and lonely individuals.

"The librarian provides appropriate reference, information and referral services...."

Using an extensive collection of disability-related books, pamphlets and periodicals, the librarian provides appropriate reference, information and referral services when needed. The clerical staff have become highly knowledgeable in these services as well. Despite the success of the talking books program, many of the needs of talking book readers as well as other disabled residents of the County are not fully met. In the past few years, we have added many "Pluses" to the "Talking Books" program.

THE READ CENTERS

Technology — both "high tech" and low — has become a cornerstone of achieving independence and equal opportunity for people with disabilities. It is not

always easy to explore the potential of technology in Suffolk County. The area's distance from New York City (three hours from the east end) and the lack of adequate public transportation render the City's many fine services inaccessible to our disabled residents. For many years, TB+ received constant inquiries from individuals who wanted to see equipment such as closed circuit television magnifiers and telecaption adapters. However, the equipment was nowhere in the County.

"The centers provide displays and demonstrations of various kinds of reading-related aids...."

In response to this problem, TB+ developed two READ (Reading Equipment, Aids and Devices) Centers, one at its office in the central part of the County and one at the West Babylon Public Library. The centers provide displays and demonstrations of various kinds of reading-related aids — conventional and electronic magnifiers, prism glasses, bookholding devices, telecaption adapters, auditory listening systems, braillers and so on — as well as a wide variety of publications and informational materials. The TB+ Center also houses a Kurzweil Reading Machine for the blind. Efforts are now underway to interface the Kurzweil with a personal computer and high-speed braille printer to provide more sophisticated services.

The READ Centers have loose-leaf collections of catalogs from several dozen companies that produce products for the disabled. In-house indexing facilitates access to such diverse items as talking watches, large-print Scrabble, mobility aids, kitchen aids and special clothing.

VOLUNTEER RECORDING PROJECT

Another long-felt need among Suffolk's disabled population has been the lack of a local recording service for personal items and regional publications. While the talking book program answers most residents' need for popular fiction and nonfiction, it does not address the concern of the blind individual who purchases a "talking calculator" only to find a print instruction manual, or the need of the individual who is interested in local government services but cannot read County brochures.

This year TB+ began its own volunteer recording project to address such needs. Although this shoestring operation is only a few weeks old at this writing, it has already recorded several instruction manuals and a booklet on Lyme Disease published by the County Health Department. It is in the process of doing its first book, a collection of memoirs from Suffolk County residents who lived through the great hurricane of 1938.

COMMUNITY EDUCATION AND INTERAGENCY COOPERATION

A significant portion of TB+ efforts are directed towards making the community aware of library services available for the disabled. In addition to general publicity, the librarian frequently addresses targeted groups such as educators, nurses, activities directors and parents of children in special education programs. TB+ staff do presentations at senior citizen centers, nutrition sites and fairs on a regular basis. Specialized publicity materials and information packets have been developed for targeted mailings to optometrists, special education directors, nursing home directors and other professionals.

The librarian maintains close contact with government and community agencies serving the disabled. Talking book demonstration collections have been provided to an AIDS center, an independent living organization, a group of home health care workers, service agencies for the visually impaired and numerous other health-related organizations. The TB+ quarterly newsletter, a 12- to 16-page publication produced both in large type and on cassette, is mailed to appropriate service agencies as well as TB+ patrons. It often includes information about local resources and services.

"Technology has become a cornerstone of achieving independence and equal opportunity."

Cooperative activities help foster awareness and information among both agency representatives and TB+ staff. Recent examples include the production and distribution of a recorded edition of the Suffolk County Office of Handicapped Services' newsletter; development of a technology fair with the Long Island Office of the New York State Commission for the Blind and Physically Handicapped; participation in the Pilgrim State Psychiatric Center CARES program; and a series of joint workshops with the Suffolk Lighthouse. On National Barriers Awareness Day, TB+ was selected by the Suffolk Independent Living Organization as an outstanding example of a community agency or business breaking down barriers in Suffolk County.

TB+ loans equipment to appropriate agencies, such

as an auditorium listening system that was recently used at a countywide public forum on the handicapped. A Kurzweil Reading Machine is located at the Suffolk Independent Living Organization, and a high-power magnifier is on loan to the geriatric unit of a State psychiatric center.

Of course, the main source of information about library services for the disabled continues to be the local public libraries. Every effort is made to keep local library staff informed. Periodic workshops, regular newsletters and memoranda concerning new and changed services are issued frequently. About a dozen libraries have talking book demonstration collections, and staff members assigned as coordinators receive an intensive training session. Even future librarians are kept informed through a field trip to TB+ that is part of a course in "Library and Information Services for the Disabled" at the Long Island University Palmer School of Library and Information Science.

MEMBER LIBRARY SUPPORT SERVICES

As a part of the Suffolk Cooperative Library System, a major role of TB+ is to support the provision of library services for the disabled at the local level. In addition to ongoing reference, information, referral and interlibrary loan services to help member libraries respond to the needs of disabled patrons and their families, this includes program and service consultation, loan of equipment and sometimes funding to local libraries wishing to improve their services for disabled patrons.

Support services have included a wide variety of activities, ranging from centralized collections of large-print books (for use in local institutions as well as libraries), audiovisual materials and Bi-Folkal kits, to coordinated orders for materials and equipment for the disabled. Workshops for member library staff in various disability-related areas have been a part of this program. Increasing attention has been focused on such areas as library services for the hearing impaired and the aged, whereby many patrons' needs may be more effectively served at the local level.

SERVICES FOR THE DEAF AND HEARING IMPAIRED

Since most of Suffolk's libraries do not have a Telecommunications Device for the Deaf, a centralized TDD reference/relay/referral service has been the cornerstone of TB+ services for the deaf and hearing impaired. In recent years, closed caption video tapes, Signed English picture books and a collection of print and audiovisual resources relating to deafness and hearing impairments have been added. TB+ has also been working with Literacy Volunteers of America — Suffolk County (also a part of the Suffolk Cooperative Library System) to enhance literacy services for the deaf.

Most of Suffolk's deaf and hearing-impaired population can utilize and benefit from the services of their local libraries, so current efforts are focussing on breaking the communication and attitudinal barriers that keep them away. Various efforts have been made to enhance staff sensitivity and awareness and to encourage the development of local resources. About a dozen member libraries purchased telecaption decoders and auditorium listening systems through coordinated orders and mini-grants, and others can borrow centrally available equipment. Many have followed up on suggestions to mark or produce lists of closed-caption videos in their own collections. Several have utilized sign language interpreters at library programs.

This year TB+ produced a 21-page booklet on "Library Services for Deaf and Hearing Impaired Individuals in Suffolk County," outlining both local and centralized services, which was distributed widely through local schools, churches and agencies serving the deaf and hearing impaired.

SERVICES FOR THE AGING

TB+ has been heavily involved in supporting library services for the elderly (well and impaired) through local libraries. Workshops have included guest speakers such as the head of the area agency on the aging and panel discussions on library programming for the elderly. Nursing home activities directors as well as local librarians enjoyed learning and networking at a recent workshop on "Library Services for Older Adults in Residential Facilities."

TB+ has coordinated library participation in countywide senior citizen fairs in which services to both the well and disabled elderly were promoted. Buttons entitled "Older & Wiser: Suffolk Seniors Love Their Libraries" are distributed at local and regional events along with TB+ and other library publications. "Older & Wiser," a bimonthly series of large-print mini-bibliographies of books on topics relating to older adults (Alzheimer's Disease, Visual Impairment, Intergenerational Reading, Staying Fit, etc.), featuring items that are available in both conventional print and recorded format, are also distributed.

TB+ was instrumental in the formation of the Suffolk County Library Association's Committee on Older Adult Resources & Services, and continues to act as liaison and support for the Committee's activities. Workshops on the use of Bi-Folkal Kits and the development of homebound programs, as well as a quarterly newsletter on library services for the aging, have been among these cooperative efforts.

A PREDICAMENT FOR THE FUTURE

Where are Suffolk County's library services for the disabled headed in the 1990s? The rapid aging of our population, along with the increasing number of babies surviving prematurity (but often with a disability), will require continued growth in existing services. The importance of technology as an "equalizer" for the disabled will require an increasing sophistication of these services. Both of these will require more funding at a time when such funds are far from assured. In Suffolk County and elsewhere, librarians will need to reassess their priorities and actively seek the cooperation and support of government and community agencies as well as private industry.

INDEPENDENT LIVING CENTERS AND THE PUBLIC LIBRARY

By Sara Dallas, Outreach Coordinator,
Mohawk Valley Library Association, Schenectady, NY

The New York State Capital District is fortunate to have a wealth of community resources available to help begin and promote coordinated outreach library services to the target populations identified in section 273 of Education Law. The various groups and centers — Independent Living Centers, Center for the Disabled, Association for Retarded Clients (ARC), Northeast Association for the Blind, Hearing Endeavor for the Capital Region and the Capital District Deaf Center — are willing to share their expertise and contacts with the three public library systems located in the Capital District. These centers, however, do not follow the same county divisions as do the library systems because they are organized to meet the needs of their own client populations. Thus, there are many crossovers among the systems; Mohawk Valley Library Association (MVLA) works closely with the Southern Adirondack Library System (Saratoga Springs) and the Upper Hudson Library Federation (Albany) to best serve the various populations. This article will discuss the Independent Living Centers and the close interaction that has developed between MVLA and the Capital District Center for Independence (CDCI), located in Albany.

ALBANY CDCI

CDCI is a nonprofit service center with 14 full- and part-time staff serving people with disabilities and their families. The first Independent Living Center (ILC) was begun by a group of college students in Buffalo, New York in 1979. Peer support and advocacy were the main thrusts of the newly formed Independent Living of Greater Buffalo. The ILCs represent a new attitude towards life — that people with disabilities are neither sick, fragile nor dependent. These centers emphasize having the consumer direct his/her own services. CDCI aims to help anyone with a disability pursue independence by building skills, gaining self confidence, exploring opportunities, taking risks, asserting rights or assuming control of one's life. CDCI's second aim is to work with the local communities and nondisabled persons to remove physical as well as attitudinal barriers that stand in the way of independence. The staff of CDCI includes peer counselors, an accessibility consultant, a staff advocate and a transportation specialist who operates the Center's van, among other positions.

CDCI OUTREACH

It was through CDCI community education that MVLA efforts gained valuable insight in preparing grants for service to deaf and hearing impaired people. While researching a LSCA Title I grant, the outreach coordinator worked with the Resource Center for Independent Living (in Utica, New York) as well as CDCI. These centers arrange contacts for interpreter services, loan of necessary adaptive devices, as well as understanding of the "real" needs of the deaf/hearing impaired populations. Staff in these centers advised on services and equipment that would be needed. New library programs and services developed for persons with disabilities are also much more likely to reach the target populations with the support and networking of the Independent Living Centers. It was unfortunate, however, the grant was not funded.

There is always good with the bad. Over the course of preparing two grant applications, a staff person was hired at the CDCI. His name is Gary Lazarek, and he is the deaf services coordinator. Gary volunteered to become a member of the MVLA advisory council. The results are quite exciting.

MVLA OUTREACH ADVISORY COUNCIL

The MVLA Coordinated Outreach Advisory Council meets at least twice a year. The first meeting is attended by council members only. The second meeting includes the MVLA Board of Trustees Outreach Committee and the advisory council. At this second meeting, Gary was able to educate all persons in the room regarding services for the deaf, speech impaired and hearing impaired. Members of the committee had never before worked with a hearing impaired person, nor had the opportunity to see an interpreter at work. Social protocols were discussed: Does one look at and address the interpreter or the speech impaired person? How does a language idiom translate into American Sign Language?

"He gently reminds us that libraries need to be accessible to the deaf and hearing impaired."

Gary, a graduate of Gallaudet College in Washing-

ton, D.C., sees himself as an educator and will answer any questions posed to him. In addition, he has shared with us how, as he puts it, "a deaf mind thinks." He is also an advocate for people with disabilities. Citing Sections 503 and 504 of the Rehabilitation Act of 1973, he gently reminds us that the libraries need to be accessible to the deaf and hearing impaired.

SERVICES PROVIDED

Through this interaction, people realized how inaccessible libraries are for deaf or speech impaired people. At this writing, not one library in our service area has a TDD. However, the Schenectady County Public Library is investigating the best possible way to serve the deaf and speech impaired populations. The CDCI has volunteered to assist in the selection and researching of equipment as well as provide the necessary training for library staff.

Outreach coordinators from throughout the State hold regional meetings to discuss issues and share information. MVLA planned and hosted a December meeting focusing on service to deaf and hearing impaired. Grace Kelly, a former board member of CDCI, and David McCloskey, a staff member of the Resource Center for Independent Living in Utica, New York, were the excellent and informative speakers. In October 1989, the CDCI will provide MVLA a sensitivity workshop for member library staff. It will strive to break down the physical and ignorance barriers found in libraries.

As stated earlier, CDCI has a different geographical service area than the public library systems. Within the Capital District, the Upper Hudson Library Federation (UHLF) worked with CDCI and the Bethlehem Public Library on hearing impairment and deafness. At the reference desk there is a TDD with the same telephone number as the library. A 10-week sign language class was held at the library, lead by Gary Lazarek and Kelly Mehos, the CDCI Interpreter Referral Service Coordinator. A number of adult programs were interpreted, including an author talk and a resume writing workshop.

Libraries and the Independent Living Centers can coordinate their services. Services in the centers include: peer counseling; information and referral; advocacy; personal care attendant coordination; equipment repair, loan and location; architectural accessibility redesign; telecommunications relay; independent living skills training; and transportation. Libraries can help disseminate information and share resources with the Independent Living Centers; they can make their buildings and services available to people with disabilities; and, equally important, they can help educate the nondisabled populations to the needs of people with disabilities.

This task will be made somewhat easier with the New York State Dual Relay Service that will begin in January 1989. This service will connect deaf or speech impaired people with non-TDD users. Libraries can help by sharing and publicizing this milestone. Cathy Woods, Senior Policy and Compliance Analyst of the New York State Department of Public Service, is the State contact person. She can be reached at (518) 474-1680 and can supply more information regarding this service.

A LOOK INTO THE FUTURE

Libraries are an important part of the community and must be accessible to all members of the population. Libraries must directly address the needs of people with disabilities rather than consider them part of a secondary outreach population. In order for this to happen, library staff members must become attuned to the needs of persons with disabilities through workshops, study and other continuing education activities.

Library buildings, too, must be ready to meet these special needs, through telephone availability and physical access to the building. As we enter the 1990s, when we will begin to see many more older and probably more disabled and infirm persons, it will be even more important for libraries to accommodate people in wheelchairs and to provide the necessary equipment and library materials for the blind, the disabled, the deaf and hearing impaired, and others with special needs.

"Independent Living Centers can help."

Independent Living Centers can help libraries as they plan to make their buildings more accessible and as they set up training for staff. With their knowledgeable staff members and informed clients, Independent Living Centers can supply needed support and expertise that will prove valuable to libraries seeking to meet the needs of people with disabilities in the 1990s.

The following is a list of the Independent Living Centers of New York State. Any staff member from the centers would make an excellent addition to any special committee or advisory council.

INDEPENDENT LIVING CENTERS OF NEW YORK STATE

ARISE
501 E. Fayette Street
Syracuse, NY 13202
Executive Director: *Michael Crinnin*
(315) 472-3171 Voice and TTY

ASSISTANCE AND INFORMATION FOR THE DISABLED
158 Chemung Street
Corning, NY 14830
Executive Director: *Joyce Lubold*
(607) 962-5432

BATAVIA-ILC
17 Masse Place, Suite 8
Batavia, NY 14020
Executive Director: *Anne Marie Huey*
(716) 343-4524 Voice; 343-4086 TTY

BRONX INDEPENDENT LIVING SERVICES
3525 Decatur Avenue
Bronx, NY 10467
Executive Director: *Bonnie Linn*
(212) 515-2800 Voice and TTY

CATSKILL CENTER FOR INDEPENDENCE
Route 23, Southside
Oneonta, NY 13820
Executive Director: *Joseph Mazur*
(607) 432-8000

COUNCIL OF COMMUNITY SERVICES
P.O. Box 945
Plattsburgh, NY 12901
Board President: *Mary Leggett*
(518) 564-4441

CD CENTER FOR INDEPENDENCE, INC.
845 Central Avenue
Albany, NY 12206
(518) 459-6422

COUNTY OF ERIE OFFICE-DISABLED
95 Franklin Street, Room 670
Buffalo, NY 14202
Executive Director: *Gregory Kulwicki*
(716) 846-6215 Voice and TTY

DISABLED PERSONS ACTION ORGANIZATION
617 Davidson Street
Watertown, NY 13601
Executive Director: *Joseph Rich*
(315) 782-3577

FINGERLAKES INDEPENDENT CENTER
Clinton West Plaza, Suite 112
609 W. Clinton Street
Ithaca, NY 14850
(607) 272-2433

GLENS FALLS ILC
Corner Quaker & Bay, Box 453
Glens Falls, NY 12801
Executive Director: *Judy Wilks*
(518) 792-3537 Voice; 792-3548 TTY

INDEPENDENT LIVING FOR THE HANDICAPPED
408 Jay Street
Brooklyn, NY 11201
Executive Director: *Denise McQuade*
(718) 625-7500 Voice; 625-7712 TTY

LONG ISLAND CENTER FOR INDEPENDENT LIVING
3601 Hempstead Tnpk.
Levittown, NY 11756
Executive Director: *Patricia Moore*
(516) 796-0144 Voice and TTY

MIDDLETOWN I.L.C.
208 Wickum Avenue
Middletown, NY 10940
Executive Director: *Lynn Cione*
(914) 344-4655 Voice; 344-4659 TTY

NEWBURGH I.L.C.
200 Lake Street
Newburgh, NY 12550
Executive Director: *Douglas Hoover*
(914) 565-1162 Voice

OPPORTUNITY FOR INDEPENDENCE
55 Market Street
Auburn, NY 13021
Executive Director: *Carol Moore Tucker*
(315) 255-3447

C.I. OF THE DISABLED IN NY (C.I.D.N.Y.)
853 Broadway, Room 611
New York, NY 10003
Executive Director: *Marilyn Saviola*
(212) 674-2300 Voice and TTY

RESOURCE CENTER FOR ACCESSIBLE LIVING
644 Broadway
Kingston, NY 12401
Executive Director: *Joan Gundersen*
(914) 331-0541 Voice; 331-8680 TTY

RESOURCE CENTER FOR INDEPENDENT LIVING
Columbia Place
401 Columbia Street
Utica, NY 13502
Executive Director: *Burt Danovitz*
(315) 682-3926 Voice and TTY

ROCKLAND INDEPENDENT LIVING CENTER
235 North Main Street, Suite 13
STONE HEDGE PLAZA
Spring Valley, NY 10977
Executive Director: *Joe Bravo*
(914) 426-0907

ROCHESTER CENTER FOR INDEPENDENT LIVING
464 South Clinton Avenue
Rochester, NY 14620
Executive Director: *Judy Lawrence*
(716) 546-6990 Voice and TTY

ST. LAWRENCE COUNTY/SEAWAY INDUS.
P.O. Box 10
Hermon, NY 13652
Executive Director: *Richard Laurin*
(315) 347-3480

STATEN ISLAND CENTER FOR INDEPENDENT LIVING
460 Brielle Avenue
Staten Island, NY 10314
Executive Director: *Dorothy Doran*
(718) 667-1200 Voice; 662-0825 TTY

SOUTHWESTERN INDEPENDENT LIVING CENTER (JAMESTOWN)
880 East Second Street
Jamestown, NY 12401
Executive Director: *Marie Carrubba*
(716) 661-3010

SOUTHWESTERN INDEPENDENT LIVING CENTER (OLEAN)
1 Holiday Park Center
2636 West State Street, Suite A & B
Olean, NY 14760
Executive Director: *Lisa Feinburg Cuckett*
(716) 373-4602

SOUTHERN TIER INDEPENDENT CENTER
232 Clinton Street
Binghamton, NY 13905
Executive Director: *Maria Dibble*
(607) 797-1110

QUEENS INDEPENDENT LIVING CENTER
140-40 Queens Boulevard
Jamaica, NY 11435
Executive Director: *Susan B. Jouard*
(718) 658-2526 Voice; 658-4720 TTY

SUFFOLK INDEPENDENT LIVING ORGANIZATION
74 Southhaven Avenue, Suite H
Medford, NY 11763
Executive Director: *June Roberts*
(516) 289-6266

TACONIC RESOURCE CENTER FOR INDEPENDENCE
89 Market Street
Poughkeepsie, NY 12601
Executive Director: *Mary Wambach*
(914) 485-8110

TROY RESOURCE CENTER FOR INDEPENDENT LIVING
Troy Atrium
Broadway & 4th Street
Troy, NY 12180
Executive Director: *Denise Figueroa*
(518) 274-0701 Voice and TTY

UCP ASSOCIATION OF FULTON & MONTGOMERY
P.O. Box 466 Amsterdam Mall
Amsterdam, NY 12010
Executive Director: *Sharon Brooks*
(518) 842-3511

WATERTOWN INDEPENDENT LIVING CENTER
Woolworth Building, Suite 500
Watertown, NY 13601
Executive Director: *Catherine Keane*
(315) 785-8703 Voice and TTY

WESTCHESTER INDEPENDENT LIVING CENTER INC.
297 Knollwood Road
White Plains, NY 10607
Executive Director: *Joseph Bravo*
(914) 682-3926 Voice; 682-0926 TTY

WESTERN NEW YORK INDEPENDENT LIVING PROJECT
3108 Main Street
Buffalo, NY 14214
Executive Director: *Douglas Usiak*
(716) 836-0822 Voice; 836-0824 TTY

YONKERS INDEPENDENT LIVING CENTER
984 North Broadway
Yonkers, NY 10701
Executive Director: *Mildred Caballero-Ho*
(914) 968-4717 Voice and TTY

ADVISORY COMMITTEES: MAKING THEM WORK

By Carol L. Sheffer, Assistant in Library Services,
Division of Library Development, New York State Library

In New York State, the Regulations of the Commissioner of Education require public library systems participating in the Coordinated Outreach State aid program to impanel an advisory committee representative of target populations served by this categorical aid program (or persons serving such target groups) and at least one member librarian. No two advisory committees are the same, nor should they be.

Outreach coordinators frequently ask how they might improve the advisory committees with which they work. There are no simple solutions nor magic formulas. What follows are 11 brief suggestions, recommendations or hints for persons creating or working with advisory committees.

1. If an advisory committee is working well, don't change it. It's tempting, after reading an article on improvement of any sort, to want to try something new. Certainly *gradual* change can be a very positive thing, and *radical* change is sometimes the only credible option, but use judgement in determining which is necessary. The old adage "If it ain't broke, don't fix it" is applicable to advisory committees.

2. Clearly define the role of an advisory committee. This appears fairly basic, but if advisory committee members feel nebulous about their mission, they will be too uncomfortable to be of assistance. A written charge to the committee, agreed upon by system staff, should be provided to each committee member. This is the time to emphasize that the committee is advisory. Some very dedicated people who might make excellent trustees will not do well as a member of an advisory committee. There are those who need to know that their decisions will be definitely implemented and are not satisfied with making recommendations which may or may not be acted upon.

3. Clearly define the role of an advisory committee member. Prepare a job description for committee members. Explain in as much detail as possible the types of activities advisory committees will be expected to perform. If there is no mandatory length of term for the committee members' appointment, set one. Change of membership is positive for both the committee and the committee members.

4. Consider appointing agency line staff rather than the agency director to the advisory committee. There are definitely times when it is desirable to appoint an agency head to the advisory committee. Often the director can make instant commitments for something which will impact on your library's program. This can be extremely helpful. The down side of this is that there are many demands on the time of agency heads. This may mean that the wonderful person who accepted appointment to the committee is unable to attend meetings or offer the "extras" that were anticipated. By appointing an assistant director or other staff to the committee, it is possible you to ensure attendance at meetings and that the additional work needed will happen. A good mix of agency heads and line staff, rotated on a regular basis, will provide fresh assistance.

5. Involve library staff in the selection of advisory committee members. Library staff and colleagues can give excellent assistance in broadening the base of the advisory committee. Not only can they provide contacts to social service professionals and agency people, they can also help identify library users who could make an excellent contribution.

6. Put a time limit on committee meetings. Unless distances preclude it, set a maximum time for committee meetings — generally one-and-a-half to two hours. Create an agenda, with times next to each item, and then stick to it. Busy people will appreciate being able to plan their time, and the focused nature of the meeting will impress them. There can be a social time after the meeting for those who want to linger.

7. Be sure that each committee member has an opportunity to speak. Use the best group process techniques and be sure that each committee member has an opportunity to speak *if* he/she wants to contribute. Don't allow one or two strong personalities to dominate the meeting, even if they have wonderful ideas. A committee is a team with each person participating.

8. Consider turning your advisory committee into a working committee. If the committee is task-oriented, members may react better to actual work assignments. The group might like to work on a public relations activity or help annotate a bibliography. This can give the committee a focus which will help them work better (i.e., as a team) in an advisory capacity.

9. Vary meeting locations. Using a variety of sites may allow easier access to meetings by committee members. Choosing actual program sites for some meeting, may allow committee members to learn

more about the programs on which they will advise. Have meetings at the agencies represented on the committee. People like to show others what they're doing and hosting a committee meeting would give them that opportunity.

10. Use committee suggestions whenever possible and let the committee know what has been used. Everyone knows it is not possible to use every recommendation of an advisory committee. That makes it all the more important to point out each and every committee suggestion that has been used. Knowing that their opinions are valued will keep committee members interested and active. Give credit to advisory committee members when possible. People like to see their names in print and recognition of them is important. A demonstration of genuine appreciation is never out of place.

11. Enjoy working with the advisory committee! Advisory committee members will sense any hesitation or reservations the outreach coordinator has. Although not members of the committee, coordinators *are* the leaders of the group and their attitudes will set the tone of the meetings. Be as relaxed and receptive as possible. Try not to become frustrated if there aren't immediate, positive results. Any feeling of resentment of the requirement of having an advisory committee is likely to be felt by the committee members and will stifle the productivity of the group.

As mentioned above, these are merely a few brief suggestions. Each person will have ideas that will work very well. Each advisory committee has its own personality, which should be used to advantage. Advisory committees can work. The leader can make the difference.

COMING IN *THE BOOKMARK*

The next issue of *The Bookmark* will focus on how libraries serve business. The topic is particularly important because library services are an important part of assuring the State's competitiveness in an information economy. The issue will be edited by Christine Bain, Associate Librarian for Science/Health Sciences/Technology of the New York State Library. Issues now in preparation include:

Winter 1989	Libraries in the Tradition of Freedom of Information, edited by Gerald Shields
Spring 1989	Uncovering Information: Subject Access to Information, edited by Neal Kaske and Peter J. Paulson

RECENT ISSUES

Summer 1988	Outreach Services
Spring 1988	Youth Services
Winter 1988	Libraries and Technology
Fall 1987	Bibliographic Instruction
Summer 1987	The Public Library Trustee and Changing Community Needs
Spring 1987	Conservation/Preservation
Winter 1987	The New York State Library and Libraries in New York State
Fall 1986	College and University Libraries
Summer 1986	Government Information
Spring 1986	School Libraries
Winter 1986	Institution Library Service
Fall 1985	Health Sciences Libraries
Summer 1985	Literacy and Libraries
Spring 1985	Young Adult Library Services
Winter 1985	Outreach Library Services
Fall 1984	Children's Library Service
Summer 1984	Microcomputers in Libraries
Spring 1984	The Regents and Library Service
Winter 1984	Library Service to the Aging
Fall 1983	Films and Video in Libraries
Summer 1983	Continuing Library Education
Spring 1983	New York State Agency Libraries
Winter 1983	Reference and Information Services
Fall 1982	Collection Development in Libraries
Summer 1982	Collective Bargaining in Libraries
Spring 1982	Libraries and Adult Learners
Winter 1982	Profiles of NYSILL Referral Libraries
Fall 1981	Library Service to the Disabled
Summer 1981	AACR2 and New York Libraries
Spring 1981	Small Press and Libraries
Winter 1981	Archives
Fall 1980	Children's Library Services

ON THE ROAD AGAIN: CIRCUIT RIDER SERVICE TO RURAL HOSPITALS

By Bridget Doyle, Regional Services Coordinator,
North Country Reference and Research Resources Council, Canton, NY

...and miles to go before I sleep — Robert Frost

The Circuit Rider Librarian Program for the North Country region's 10 eligible hospitals is indeed a tale of miles traveled — covering 10,730 square miles, to be exact. The Region covers the northernmost seven counties of New York State, and the hospitals served by the program are scattered over the entire area. To further complicate matters, there are no major cities and most certainly no medical schools or large medical library resources.

CHARACTERISTICS OF THE REGION AND HOSPITALS

These are facts of life, although not necessarily unpleasant ones. Its very rural quality is what makes the North Country feel like home to those of us who live there. And if this rural quality, which to some would be a drawback, sometimes makes things a little inconvenient, that is simply an opportunity to exercise our creativity in overcoming problems.

The "problem" we will consider here is that of providing information to a client group for whom access to the most recent developments can literally mean the difference between life and death — medical personnel. The need for current medical information is no less important in the small rural hospital than in any other. It may in fact be even more critical in such an institution, because the hospital's information service is quite likely to be the only health related information service available in the community. The North Country has 18 acute care hospitals, ranging in size from 20 to 356 certified beds. Only two currently employ a full-time professional librarian. As noted earlier, these hospitals are scattered over a seven-county, 10,730 square mile area, and none are major medical research or university centers, nor are they located in the same community where advanced resources are available.

The individual institutions vary in more ways than simply bed size. Each has its own services, facilities and long range plans, as deemed appropriate for the composition of individual communities and the medical/hospital staff. In finding a way to provide a consistently high quality of library and information services to this diverse group, it becomes clear that a cooperative effort, one that each hospital will be able to support at a level that meets individual needs, is the only really practical solution. The North Country has found the Circuit Rider Librarian Program, with all its possibilities for service and its room for growth and change, to be the solution.

BEGINNING THE PROGRAM

The North Country Program started in 1983 under the auspices of the New York State Hospital Library Service Program. It was decided at that time to start a Circuit Rider Program that would serve five hospitals in Jefferson, Oswego and Lewis counties. Because of limited funding during that first year, it was not considered practical to plan weekly circuit rider visits to all 19 hospitals in the North Country region. In addition, the existence of Mercy Hospital in Watertown, with a well established medical library, made Watertown the logical choice of locations in which to "base" a circuit rider librarian program. The program was established with Mercy Hospital as the program's resource library, and a circuit rider librarian was hired.

"Hospital administrators were enthusiastic...."

Initial contacts with Oswego Hospital, Lewis County General Hospital, A. E. Lee Memorial Hospital in Fulton, E. J. Noble Hospital in Alexandria Bay, and E. J. Noble Hospital in Gouverneur (generally referred to as the E. J.'s) were enthusiastic. Physicians and other medical staff were eager to have improved information services, yet were aware of the financial burden that would result should the hospital try to provide all necessary services independently. Hospital administrators were enthusiastic, as the program provided them with the opportunity to offer complete information services to medical and hospital staff with no financial risk to the institution. During this initial phase of the project, there were no users' fees

involved and contracts were for a one-year period so that administrators had nothing to lose by being part of this experiment.

The region's other 13 hospitals were served through a consulting program, managed by the North Country Reference and Research Library Council's Hospital Library Program coordinator from the NC3R's office in Canton, NY. These hospitals were provided with small collection development grants, computer search services and consulting visits on a monthly or bi-monthly basis, as appropriate.

PROGRAM SUCCESSES AND EVALUATION

There can be little doubt that the Circuit half of the North Country's Hospital Library Service was a rousing success. Interlibrary loans during that first year were more than 2,000, up from a few hundred in previous years. Computer search services were very well utilized, as were the program's current awareness and other reference services. First year program evaluations indicated that the program was perceived as valuable to hospital medical staff members, and all hospitals renewed contracts for an additional year of service.

Meanwhile, back at the ranch... The hospitals in the central and Eastern areas of the North Country were experiencing growth in library services but not nearly at the same rate as those receiving regular circuit service. Program evaluations showed that the weekly on-site visit is of extreme importance to a circuit rider program. The circuit rider visit, including the librarian's making "rounds" of the hospital departments and Nursing Stations, is the primary vehicle for promotion of the service and provides a visibility for library services that significantly influences the success of the program. In the region's hospitals located outside the Mercy Hospital Circuit Library Service area, this frequency of on-site visits was simply not physically possible. Five of the hospitals in this eastern-central area of the region are about 200 miles from the Canton office (in different directions).

In order to assess this problem, and to obtain viable solutions, a consultant was retained in 1985. The report of the consultant confirmed the Council's feeling that the central and eastern hospitals were being underserved, while the hospitals receiving circuit service from Mercy were growing ever more satisfied with the program. The consultant's recommendation was that a second circuit program was necessary to fully serve the eastern half of the region.

REORGANIZATION

To that end, the North Country's Hospital Library Service Program underwent a significant reorganization. In 1986, the reorganization was made possible by the willingness of Champlain Valley Physician's Hospital in Plattsburgh, NY to accept a contract similar to that awarded to Mercy Hospital, to provide Circuit services to six hospitals in the eastern half of the region. Contracts were drawn up with Champlain Valley and NC3Rs, and with hospitals located in Massena, Lake Placid, Saranac Lake, Elizabethtown, Malone and Ticonderoga. The full-time hospital library coordinator's/consultant position in Canton was phased out of the program, in favor of a full-time circuit rider position, quartered in Plattsburgh. While budgeting, reporting, and administrative control continued to reside with the 3Rs Council in Canton, daily operation of both circuits was and is now covered by contract to two "base" hospitals.

This arrangement was further extended in 1986 with the addition of two centrally located hospitals, those in Ogdensburg and Potsdam, to the circuit served by Mercy Hospital. This addition increased the distance traveled by Mercy Circuit riders, but not by an amount that was unreasonable.

It would seem that with these arrangements all in place, the stage would be set for several years of smooth sailing for the Hospital Library Service Program. Unfortunately, this brings us to another problem, common to most health-care institutions, that of a stringent financial climate.

STRINGENT FINANCIAL CLIMATE

For the circuit rider program, this problem reared its ugly head when, through an unfortunate series of financial cutbacks, a hospital that previously had its own full-time professional librarian cut the position to half time. When the staff member left for a full-time position elsewhere, the hospital was left with no library staff at all. Through contacts with the North Country 3Rs Council and library staff at Mercy Hospital, an agreement was reached whereby Mercy Hospital would add this hospital to its circuit but would provide significantly more staff time than at other smaller hospitals. In order for Mercy to accomplish this, an additional circuit rider librarian was hired.

PRESENT CONFIGURATION OF PROGRAM

Briefly, this brings us to the configuration of the North Country Circuit Rider Hospital Library Program as it presently exists. To sum up, North Country's 19 hospitals are served through two circuit rider programs. Two "BASE" hospitals provide circuit rider or consulting services, as deemed appropriate, to 16 of the remaining 17 institutions. Mercy Hospital of Wa-

tertown, employing two full-time circuit rider librarians, serves 10 hospitals, located throughout Oswego, Jefferson, Lewis and St. Lawrence counties, on a varying frequency of schedules. Champlain Valley Physicians Hospital in Plattsburgh employs one full-time circuit rider librarian and serves six hospitals, located in St. Lawrence, Franklin, Clinton and Essex counties, on a regular basis. (This is a total of 18 hospitals as of 1988 — North Country has one nonparticipating hospital.)

The program enjoys a high degree of success and popularity. Interlibrary loans (loans, photocopies, AV, etc.) for the program for 1987 totaled more than 7,000. Literature searches, (automated and other) totaled more than 2,500. Some of the inconvenience of geographic isolation has been mitigated by electronic mail, although the regular librarian "visit" continues to be an integral part of the total program. Service to the hospitals has further been enhanced through capabilities for OCLC Group Access and NLM's DOCLINE.

IMPLICATIONS FOR FUTURE

Implications for the future of the program are a source of ongoing concern and constant discussion. In the North Country, more than death and taxes are certainties. We feel safe in predicting that the need for current medical information will increase, and, in the near future, anyway, we will not see an increase in the numbers of hospitals in our region. Additionally, no matter what the technology, the square mileage of the area we serve will not change. Because of that, document delivery will continue to be a problem, as will the recruitment of professional staff in our underpopulated area. Finally, the problem of financial support for the program remains precarious.

North Country will meet these challenges in the future through careful planning and maximum use of the resources at our disposal. As technology changes, particularly in the field of telefacsimile, our problem in providing rapid document delivery should be alleviated. While this is not presently widely used, ongoing investigation indicates that "FAX" is becoming more inexpensive to initiate, as well as more cost-effective to use. Automatic routing systems, such as OCLC's Interlibrary Loan system and NLM's DOCLINE are expected to be used more heavily, and will help to decrease the time involved in using interlibrary loan.

"More than death and taxes are certainties."

It is unlikely that the near future will see many North Country hospitals increasing their staffing to a point where they will no longer need the services of the circuit rider librarian. The majority of hospitals are of a size that makes this most improbable, and it is therefore to be expected that interest in the circuit rider program will remain enthusiastic. Despite the fact that the participating hospitals are now paying fees that increase every year, and will continue to do so, it remains more cost effective to "share" a librarian with several other hospitals than to provide their own. As long as New York's Hospital Library Service Program can assist in supporting this program, partial funding will be available to hospitals through the North Country Council.

If it is safe to say that library and information technology will change and improve, surely it is equally safe to predict that medical technology will change equally as rapidly. The need for information that will keep the medical profession knowledgeable will become even more critical than at present. There will certainly be an increase in end-user products, but that development will not decrease the need for professional information services. The time and expertise involved in manipulating information sources will continue to be an important consideration, resulting in the need for the services of the information professional.

If anything, the need for programs like the circuit rider will increase rather than decrease over the next decade. The North Country circuit riders will for some time have "miles to go before they sleep."

TALES OF THE HUMANITIES SERIES: ANOTHER DIMENSION OF OUTREACH

By Abby Zito, NEH Project Director, "Humanities Series in Upstate New York"

The Humanities Series started in 1984 in the Adirondack hamlet of Essex, New York — population 880. We combined three speakers' grants and a "mini-grant" from the New York Council for the Humanities into a six-part reading discussion series with guest lectures on the theme of "Isolation and Identity." In 1989, five years later, one of our library-based Humanities Series programs will take place every other day of the year in one of the 23 counties of upstate New York: 20,500 square miles inhabited by two and a half million people. Our "faculty" now numbers over 150: professors of Literature, History, Anthropology, Art and Film History, Women's Studies, African-American and Native American Studies. We also hire creative writers: poets; novelists; and biographers; and creative artists: filmmakers; painters; musicians; photographers; even a potter. And two physicists, a sociologist and a judge.

Founded and directed by Abby Zito, a college professor from New York City who repaired to the Adirondacks when her only child went to college, the Humanities series is currently funded by the National Endowment for the Humanities, with additional support from the Literature Program of the New York State Council on the Arts and the Adirondack North Country Association, contributions from public libraries and private individuals. It is administered in the field by over 300 people who donate their labor to the project: library system senior administrators, local librarians, and *ad hoc* committees in every community where the programs take place. Our budget has grown from $3,000 to $300,000, the audience from 250 to 20,000. Every series that takes place increases the momentum of the project. Demand for our programs far outstrips our ability to satisfy it. How did we get there?

ISOLATION AND IDENTITY

For "Isolation and Identity" we bought 50 copies each of five texts that addressed the theme: *Wuthering Heights*, *One Hundred Years of Solitude*, *Robinson Crusoe*, Emily Dickinson's *Poems*, and Joel Kovel's *The Age of Desire*, then invited Martin Sullivan, Director of the New York State Museum, to talk about the material and cultural solutions early America devised to cope with rural isolation. The series was inaugurated by Catharine R. Stimpson, Dean of the Graduate School at Rutgers, then the Chair of the New York Council for the Humanities, who spoke on *Wuthering Heights* and the legal status of women in the 19th century. In the last lecture, Professor Huck Gutman of the University of Vermont used an overhead projector to display Emily Dickinson's poems 12 feet high on the back wall of the Episcopal Church Parish Hall, the largest public space in Essex. People leapt out of their seats in excitement, interpreting the poems.

More than 200 people attended "Isolation and Identity." Series participants came from as far as 60 miles away and kept coming back. Nothing like this had ever happened in Essex County, which received nationwide attention when Governor Cuomo referred to "the abject poor of Essex County" in his speech to the 1984 Democratic Convention. Attenders were about evenly divided between men and women. Farmers, factory workers, retired people, State and County government workers, doctors, nurses, teachers, high school students, artists and the local intellectuals attended. In an area where people tend to stay within the confines of their hamlets, the Essex Humanities Series broke with tradition and brought together a group of serious people, many of them movers and shakers in their communities, eager to engage in close reading and intense discussion of humanities texts under the guidance of what turned out to be six delighted lecturers, who all said their regular college classes had never been so good. The ripple effect of business, professional, regional and personal contacts made at Humanities Series programs still continues in Essex County and expands everywhere else the Series takes place.

"Nothing like this had ever happened in Essex County."

At the end of "Isolation and Identity," an anonymous donor gave $10,000 to continue the Essex Humanities Series. We then planned and implemented a seven-part, multidisciplinary look at "The Earthly Paradise: the Landscape and the Imagination." Art

history lectures on "The Earthly Paradise: the Landscape Garden" and "From Fear to Fecundity: the American Vision of Nature" were combined with three films: "Late Spring," by Ozu, the Japanese master of naturalistic detail; "Coalfields," a political landscape by independent filmmaker Bill Brand; and one of John Ford's mythically resonant Westerns — each accompanied by a lecture. There was a concert of French 18th century music intended to train songbirds to sing human melodies and a lecture on the American poetry of place. Several hundred people attended the series. The Essex Community Church scheduled suppers before each of the lectures. The Church cleared $1,500, which went to repair the roof on the manse.

AFFILIATION WITH THE LIBRARY SYSTEM

The great event that enabled the Humanities Series to expand through the libraries of upstate New York was affiliation with the Clinton-Essex-Franklin Library System at the invitation of its Director, Stanley A. Ransom. Book ordering, accounting services, master calendars of events and book distribution between member libraries on the System van were in-kind contributions to the project by the System. In 1985-86, 12 C-E-F member libraries participated in the Humanities Series. Five in Essex County were part of "American Dreams," an original 25-art sequence exploring the literature of the American character in five incremental themes: ambition and the American will, women's issues, rural life, utopias and dystopias, and perspectives on America from abroad. "American Dreams" was funded by outright and matching grants from the New York Council for the Humanities. We also presented history programs from Pat Bates' NEH grant "Readings in American History, 1780-1900" in seven other communities. Back country intellectuals tend to be historians. They turned out in great numbers for the history programs. Their knowledge of regional and local history deeply impressed the visiting historians, who may have been expecting discussions on an elementary level.

In 1986, C-E-F was awarded a $100,000 grant by the National Endowment for the Humanities to continue "American Dreams" in the System and to introduce the series in the Mid-York Library System where, under the supervision of Director Alfred Hasemeier and Adult Services Consultant Kathryn O'Connor, 75 lectures took place in 1987. At the start of the Mid-York phase, Project Director Abby Zito held a workshop at the system headquarters in Utica for participating librarians and members of their Humanities Series committees. One of the "American Dreams" set books, Tillie Olson's *Tell Me a Riddle*, was assigned and distributed before the lecture. Workshop attenders first heard Professor of History Ann Lane, Director of Woman's Studies at Colgate University, lecture on the book, and then they discussed it, thus experiencing the humanities series process in microcosm. Then the Project Director distributed a Humanities Series manual for librarians and a Directory of Scholars from the region who had agreed to take part in the project, with a list matching up the set books with prospective lectures, a working calendar and publicity samples. Each library hired its own scholars from the Directory. The grant paid them. In the 18-month course of "American Dreams," 12,000 people attended the lectures. They answered this question on evaluation forms, "Do you think humanities programs for adults in public libraries should be supported in part by New York State public funds for education?" More than 95 percent said yes.

We addressed outreach concerns during the course of "American Dreams." One committee member served as liaison to the local schools, making sure that teachers knew of the series and would come themselves or with students. Both were common. We received many notes from teachers saying they were trying the humanities series model in their classrooms. School librarians often sit on our local organizing committees, realizing connections between public school and public library. Someone works with senior citizens' organizations, arranging for transportation and ordering large print editions of the set books from the New York State Library for the Blind and Visually Handicapped. The Cazenovia Library joined forces with an Elderhostel one summer in a series that resulted in overflow crowds. The children's librarian at the Plattsburgh Public Library designed a special Humanities Series reading program for children whose parents were attending lectures in another part of the library. North Country Community College and Empire State College have offered to award college credit to attenders who use the Humanities Series as a focus for independent study. We encourage presenting libraries to make the Humanities Series an event that reaches out beyond the library walls and creates connections with existing institutions in the community. We've networked with the Kiwanis, the Rotary Club, the Business and Professional Women's Association, the Grange, school boards, county councils on the aging, local historical societies, rural preservation companies, arts councils, labor unions, Great Books reading circles, military base personnel and church groups.

We held one series at the Akwesasne Indian Reserve, ordering special titles by Native American writers and engaging Native American lecturers. At

Akwesasne, we worked closely with the college extension programs on the Reserve from Mater Dei College and St. Lawrence University and the director of the Senior Center as well as the Librarian, Margaret Jacobs.

We set up a special series at the Federal Correctional Institution at Ray Brook. Evaluations from the inmates were especially positive:

> "I think the free and open discussions can provide an outlet to otherwise suppressed views and feelings and are a welcome relief and positive. For me this is the best program provided in the prison system..."
>
> "Let me make this as something we feel part of. Let us learn how to argue, how to disagree agreeably. That's what we all need. *I want to be part of this....*"
>
> "I think the intercourse gives us better communications between us and the outside environment and with the men here Latins, black etc."
>
> "I am a 37 years old student of life. I enjoy exploring new ideas, and I love dialectics. I am a veteran who served in Vietnam. I am also interested in Religion and social activism. The Humanities Series mean to me an opportunity to hear Professors expound on the intricacies of topics in a broad variety of subjects. It gives us (prisoners in Ray Brook) an opportunity to improve our intellect through reading, discussions and hearing from an expert. We will be better able to see events from a more rational perspective, in that we will see the development and recurrence of similar events."
>
> "I want to come again. The series are very good and needed. Too many inmates concentrate on getting physically strong and neglect the mental, moral and emotional aspects of life."
>
> "*Yes*, the humanities series does have an effect on institutional life. First, there will be a group busily reading. Second, for those who do participate, this is a satisfactory, intellectual outlet. I would only conclude, therefore, that anything that contributes to the peace and good order of the institution would be perceived as a reasonable pursuit, so long as costs, manpower and institutional facilities are not unreasonably imposed upon. Also, for the organizers of this past event, they (the inmates) were shown to be very reasonable individuals. Nonadversarial settings tend to reveal other traits, and increased understandings lead to smoother relations. I had a fun time."

The project director has just received a request from the prison librarian for another series. The NAACP Chapter within the prison has offered to fund it. The director of education at Ray Brook made a special presentation on the Humanities Series at a nationwide conference of the Federal Bureau of Prisons.

While "American Dreams" continued, we also presented two series of documentary film programs from the New York Council for the Humanities. "Films in the Humanities" brings together a film, the filmmaker, and a scholar expert in the humanities issues the film explores in each program of a sequence. Audiences can't get enough of these programs. We've presented series on the arts: "Artists Show and Tell," where photographer of the Adirondacks Nathan Farb, portraitist Sarah Swenson, filmmaker Dorothy Tod and ceramist Bob Green spoke intimately about how they go about making art. "Poetry and Physics" brought poet Robert Pack and physicist Richard Wolfson together to discuss creation. In later weeks, Joan Aleshire read her poetry and physicist Johnathan Reichert, Director of the Nuclear War Prevention Studies Group at SUNY Buffalo spoke on "Star Wars." Our latest foray into the arts was "Looking at TV," a lecture series by American Studies and media expert Stephen Donadio on the revolution caused by the cathode ray tube. These series were funded by LIFT grants from the Essex County Council on the Arts and private donations from the community.

In June, 1988 we began another major NEH grant, "Humanities Series in Upstate New York." We are working with more library systems: Onondaga; Four County; Ramapo Catskill; Chemung-Southern Tier; and Mohawk Valley as well as C-E-F and Mid-York. To participate, each system makes available a senior staff person who becomes the Regional Coordinator for the Humanities Series, acting as liaison to the member libraries and other cultural institutions, setting up workshops, developing regional calendars of events, distributing the sets of books, and collaborating with the project director. Both the New York State Council on the Arts and the Adirondack North Country Association signalled their recognition of the Humanities Series as an alternative educational system by awarding generous grants for 1989 programs.

A new sequence of programs began in the C-E-F region in spring 1989. "Time Slices" looks at three decades of 20th century American literature, history and culture: the 1920s; 1930s; and 1940s. To be awarded one of these six-part reading discussion series, a library must propose, then put together, an original program, "Local Time" in which the general events of the decade are seen in the particular experience of the presenting community. The creative solutions to "Local Time" promise to be the most exciting

aspect of the grant: people are videotaping veterans telling their rich stories of World War II, maybe the only time in their lives they ever left the North Country; collecting costumes of the 1930s, looking into the history of local industry during the Depression, advertising for home movies and photos of the period for exhibitions, planning concerts of the popular music of the time. Libraries are drawing on the resources of museums and historical societies and inspiring collections of 20th century material. In some communities school children are interviewing veterans and other survivors of the recent past for the project.

The Humanities Series clearly fills a need for cultural programs in the community that had not been met before. The scholars, librarians and series attenders who participate all have become crusaders for the cause. It's a floating college that weighs anchor at the library (or at the Grange, parish hall or high school cafeteria if the library's too small.) It enables the public library in the smallest rural community to present cultural programs of the highest quality. Admission is free, though libraries have begun to put up matching money to make the programs go further.

The Series is a triumph of economy, testimony to the miracle of in-kind contributions. It now has one full-time paid employee, the project director; 450 part-time people; scholars, paid an honorarium that hardly compensates them for hours of preparation and travel; and librarians and their communities. The librarians and others spend long hours without additional compensation running the series because of their dedication to nurturing the quality of life of their communities. The library systems that participate contribute their superb organization to the process; without their assistance the widespread proliferation of the Humanities Series could not have happened. Audiences are so broad they can't be easily characterized except for their unanimous desire to see the series continue.

What does the phenomenal success of the Humanities Series have to say about the role of libraries in public education and about the needs of the public in rural areas that can be met by libraries? Can the public humanities programs add something to established outreach practices? To the way we think about education? When the Federal funds for the project run out in April 1990, what, if anything, is New York State going to do about it?

HARMONY IN A TIME OF CHANGE: FINDING COMMON GROUND
Statewide Conference for Academic and
Special Librarians
March 22-23, 1990
Syracuse, New York

Programs presented at this conference will focus on issues facing Academic and Special Librarians in the coming decade. Sponsored by several New York State library associations, "Harmony in a Time of Change: Finding Common Ground," will enable a diverse group of librarians to meet and deliberate common interests and concerns. Themes offering strategies for meeting the challenges of library service and information in the 1990s will be woven through the two-day conference. For further information contact Jean Currie, Conference Chair, South Central Library Council, Dewitt Building, 215 North Cayuga Street, Ithaca, New York 14850, (607) 273-9106.

REGENTS ADVISORY COUNCIL ON LIBRARIES

Report to the Board of Regents Cultural Education Committee May 19, 1988

When the members of the Regents Advisory Council began to discuss what was to go into this our annual report to you, one remarked somewhat wearily that there is a certain sameness about these reports and wished that we could do something different, if possible something startling or exciting. However, this did not turn out to be possible. The issues we have addressed during the year now ending and the problems we face in the year ahead differ in some details, perhaps, but not in essence from those we have addressed in previous years; and while we are gratified to be able to report considerable progress in diverse areas, much remains to be done and will always remain to be done.

We are grateful for the opportunity to present our report to you and hope that you will find it useful, even if it echoes past reports. We look forward to your reactions to what has been done and your suggestions about where we had best focus our efforts in the months ahead.

Our principal activities during the past 12 months have included:

- Assisting with the substance and language of your legislative proposals for 1988
- Helping to shape the Study of Library Systems and Services through detailed analysis of the request for proposal, and monitoring the progress of the Study
- Rendering advice and support to the committee drafting the new basic standards for public libraries
- Working for the development of new regulations and standards for school library media centers
- Monitoring progress on the Statewide Library Automation Plan and the redesign of the Interlibrary Loan System
- Monitoring plans for redesign of the State Library's physical facilities and improvements in its research, public information, communications and other programs
- Lending support to the moves for the Governor's and White House Conferences on Library and Information Services
- Offering recommendations for the 1988 Statewide Plan for Postsecondary Education.

THE INTERRELATIONSHIP OF PROGRAMS

In our deliberations we have become increasingly aware that all these activities are interrelated, and that all library programs are connected, in turn, to the whole complex of programs and activities concerned with education. We the Council and, I am sure, the entire library community applaud and support enthusiastically your goals to achieve "educational success for all," recognizing that libraries are significant building blocks in the education system and willing to spare no effort to help attain these goals.

Clearly, the Study of Library Systems and Services will provide the foundation for improved and expanded library operations and services. The library automation, regional database and interlibrary loan projects will address specifically the roles of computer, communications and related technologies in achieving this improvement and expansion. The central role of the State Library as the prime hub in the network and as a model is obvious and cannot be overemphasized. The proposed new minimum standards for public and school libraries will supply the criteria for measuring performance and define the objectives that libraries and the communities in which they operate must attain. Your legislative programs and the Governor's budget proposals provide the financial means for implementation.

THE STUDY OF LIBRARY SYSTEMS AND SERVICES

This is the first external evaluation of library systems in New York State in more than 20 years. As defined in the request for proposal and in the contract with King Research, Inc., it will cover the governance of library systems, their relationship with member libraries, all aspects of their finances, the range and effectiveness of the services they provide, their use of computers and other modern technologies, and the size and quality of their staff.

In view of the changes that the State's population has undergone, the dramatic changes in technology, and the new and increased services that libraries are expected to render, the importance of this study can hardly be overemphasized. The results will have enormous implications for your policies, programs and legislative proposals for 1989 and beyond. The

Regents Advisory Council is monitoring the progress of the study, and we urge you, as we did last year, to give it your full support, to watch it closely, and to avail yourselves of its findings in your plans for libraries and their roles in all phases of education.

NEW STANDARDS FOR LIBRARIES

(A) *Public Libraries*

As you are aware, the current standards for public libraries are almost 40 years old and are simply not adequate for the libraries and users of the 1980s and 1990s. The committee that is preparing the new basic standards, working with the Division of Library Development, is doing an exemplary job, we believe, in defining the minimum services that library users in this State are entitled to and in considering the further objectives that libraries should strive for. It has worked to obtain support from all the varied elements of the library world and from the public at large; and your help in this effort is earnestly solicited and much appreciated.

The standards and objectives proposed relate library services to community needs and should result in libraries serving more effectively as community centers. The standards, therefore, deal with improved physical facilities, better means of communication and retrieval of information, adequate hours of service, more and better trained staffs, collections responsive to the needs of the elderly and those whose primary language is not English, practical information for the unemployed, and programs and facilities for pre-schoolers and their parents, for dropouts and for adults seeking to resume an interrupted education. Many libraries already meet these standards and offer some or even most of these services, but serious inequities exist among the regions and communities of the State, and the Council and the Regents must be concerned with the elimination of these disparities and inequities.

We urge you to move for the adoption of these standards at the earliest possible moment, and to act to obtain the funds necessary for their implementation and for the counseling and monitoring that the Department must provide for this purpose.

(B) *School Library Media Centers*

The school library regulations currently in place date from 1928, with revisions made in 1974 that merely changed some terminology. The important role that school library media centers play in today's education, new technology and multi-media materials, interlibrary cooperation and resource sharing, and individualized learning have brought about drastic changes from the traditional role that school libraries filled in the 1920s.

Regulations and standards addressing these and other changes are urgently needed to set criteria for staffing, facilities, collections, and services, as well as other areas. The statewide advisory committee appointed to draft new regulations, working with staff members of the Bureau of School Library Media Programs, has made progress even though inadequate funding has curtailed the number of working sessions originally planned. We continue to seek sources of funding for this project and ask your support.

In this connection, may we just point out, also, that the Bureau of School Library Media Programs now has only four professionals, and that these four are responsible for providing leadership and counseling for some 5,600 school library media centers.

FINANCIAL CONSIDERATIONS

For libraries to carry on their programs in an orderly, well-planned manner, they need reliable funding on a long-range basis, and the Division of Library Development, the State Library and the Bureau of School Library Media Programs need reliable and adequate funding for their services and support functions. As we have pointed out many times before, the reliance on Federal funds has been excessive and is a most precarious matter. Funding by the State through the annual legislative process has been erratic, giving us years with long-awaited increases (which are most welcome) alternating with years without any increases. This makes long-range planning most difficult and risky. Needed projects may not be undertaken because there is no assurance that they can be completed; others may be aborted; needed specialists or contractors may refuse job offers because the term is too short, or may find their contracts not renewed before their assigned tasks are finished.

We urge you to continue to propose annual increases in funds for libraries. Our libraries cannot function effectively without receiving state aid increases on the same schedule as schools. A steady flow of state aid will ensure that libraries may do their part in reaching the educational goals you have set.

But so long as we are still dealing with annual legislation, permit us a word about the legislative timetable. We are very pleased that this year the Regents Library Bill was submitted to the Legislature on December 15, in good time; but there have been years in which the bill was not released until mid-March. At such a late date it is not possible to build field and legislative support for the funding proposals. We recommend respectfully that the Regents review the timetable and consider moving the process

ahead by one month so that sufficient time becomes available to build a consensus; at the very least, bills calling for major initiatives ought to be transmitted to the Legislature within 30 days of their approval by the Regents. This would enhance credibility in the Legislature and the library community and enable the Regents and the Department to assert their leadership role in developing legislation.

THE STATE LIBRARY

The Council is proud of the preeminent role of the State Library as a leader among the nation's research libraries, serving government, business, and individuals. It has sustained services to researchers even in the face of inadequate staffing, by using technology to improve productivity and extend scarce resources.

We have followed the process of redesigning the Library for improved performance. Physical facilities are being rearranged to accommodate fewer staff yet increase the capacity for service in a technological operating environment. The interlibrary loan system has been streamlined by using new software that translates the results of on-line searches directly into loan requests. We are pleased that the Library's profile has been raised by expanded distribution of its publications, the Research Residencies, the colloquium series, the celebration of the Library's 2-millionth volume, and related efforts.

We are also gratified by the several externally funded projects and activities, such as the Library's participation in the National Newspaper Project or its input of manuscript records into the Research Libraries Information Network (RLIN). Such activities strengthen the Library and enhance its role as a major institution with responsibilities at the national level.

It is imperative for the Regents and the Commissioner to give increased budgetary support to the Library in order to maintain and expand its services and preserve its collections.

LIBRARIANS AND LIBRARY SCHOOLS

The world of librarianship is caught in a vicious circle. At the same time that the responsibilities and activities of libraries are increasing dramatically, a shortage of librarians is looming, enrollment in library schools has decreased, and library schools are closing or being merged with (or is it submerged in?) other departments and disciplines. The current work force is not adequate, in size, in its ethnic composition, and in professional qualifications and experience, to the rapidly changing demographics and the current and anticipated needs of the users. In plain English, we need more professionals to handle tasks now handled, in many libraries, by paraprofessional or clerical personnel; we need more Spanish-speaking staff; we need more Black librarians to work in good rapport with Black children, Black teenagers and Black parents; and we need people familiar with Asian languages and cultures to staff the branches in communities with large Asian populations.

We note in this connection that the State's plans for education include programs to channel members of minority groups into the professions, which surely ought to include librarianship (although, regrettably, this is not stated explicitly). But how does one get people to consider library service as a career goal when the salary levels are the lowest of any profession, including teachers, and lower than those of many nonprofessional job categories; and this not only at entry level but even at top experience and management levels? We urge you to draft a plan for librarians comparable to that by which you, in recent years, addressed the shortage of teachers in this State — a plan that comprises guidance for undergraduate students to direct them into this field, scholarships and fellowships for those willing to commit themselves to a career in library service, grants and subsidies for library schools, and additional financial aid for libraries threatened with a shortage of professional staff.

A WORD ABOUT LIBRARY USERS

Forgive me if I state the obvious: Ultimately, users are what libraries are all about. They are the beneficiaries of good library services and the victims if services are inadequate. A concentrated effort must be made to obtain the views of at least representative samples of users — in addition to those of library professionals and the local and state officials to whom they report — about the facilities and services currently provided, about those planned, and about those not now planned that the users would like to have. This effort should not be confined to that now included in the Study of Library Systems and Services but should be recurrent if not continuous at the regional, system and especially at the local level. Users have participated in the development and review of the proposed basic standards for public libraries; in the course of counseling and monitoring libraries on the adherence to these standards the input of users must again be given primary consideration.

And let us not forget that users of libraries constitute only a part of the population a library is intended to serve. If "educational success for all" is to be realized, ways must be found to make users out of nonusers and to guide them to discover the practical help and the enrichment of their lives that libraries can provide. Outreach programs such as publicity fliers,

movie programs, homework hotlines, job information and vocational guidance centers and many others ought to be integral parts of every library, and deserve generous financial support by the State.

LIBRARIES AS PARTNERS IN EDUCATION

Virtually all the documents issued by the State Librarian's Office, the Division of Library Development, this Council and the several other councils and committees working with the Education Department on matters concerning libraries, and, indeed, most of the library organizations emphasize the roles that libraries can, should and do play in bringing the benefits of education to the people of New York State. I believe we all recognize that the state's public, research, school and special libraries have significant functions in all educational endeavors, whether formal or informal, whether concerned with pre-schoolers, their parents, school and college students, adults in the workplace, retirees, business and industry, or the community at large. Libraries share importantly in the objectives and programs of the Regents' long-range plans, not only in that for cultural education but also in those for "Better Beginnings" and "Better Completions," vocational training, postsecondary education, and community relations.

Unfortunately, we find all too frequently that libraries are hardly mentioned, if at all, in proposals and reports emanating from other offices in the Education Department, including the Commissioner's office and even the Board of Regents itself; or that they are subsumed in nebulous terms like "information services" (as in the newest edition of *Federal Legislation and Education in New York State*). Last year we called your attention to the fact that there was not one word about libraries in the report on the Commissioner's 1986/87 regional conferences. A few months ago we noted that libraries had hardly been mentioned in the *Bulletin on the Postsecondary Education Plan*. More recently, we received your "major recommendations for legislative action," *Educational Success for All*, and welcomed and wholeheartedly endorsed it; but we wish that in referring to Job Information Centers it had noted that many libraries have been operating such centers under LSCA grants for several years, and that it had also mentioned the role that libraries can and do play in diverse community relations projects especially since libraries surely are hospitable sites for activities involving adults.

We recognize that the public has greater understanding of schools and expresses more concern for them than for libraries, and this is certainly reflected in the amount of money allocated for them. But we do plead that libraries be acknowledged as willing and effective partners in all the varied phases of education in New York; and that when current educational programs and projects are reviewed, or new programs and projects proposed, the officials that do the reviewing or draft the proposals consider whether libraries did or could play a role in them, and then include appropriate statements about it in the resulting documents.

Permit me to conclude by quoting, in this context but out of the original context, some passages from Melvil Dewey's address to your predecessors nearly a century ago:

> "You listen from year to year to special pleaders...brace against the carefully prepared points of the advocate...What I propose...is no entangling alliance, but rather is annexing a continent...The...library is active, an aggressive, educating force in the community, a living fountain of good influences... without the libraries our schools can do but a fraction of their work...The school *starts* the education in childhood; we have come to a point where in some way we *must* carry it on.
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> "Education is a matter of a lifetime. We provide in the schools for the first ten or fifteen years and have only come to the threshold of seeing our duty to the rest of life. We begin to see that the utmost that we can hope for the masses is schooling till they can take the author's meaning from the printed page.
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> "The state long ago recognized its school system as one of its bulwarks and fosters it with yearly increasing expenditure. Now it must recognize libraries as necessary companions of the most successful schools."

John Rothman, Chairman
Richard Panz, Vice Chairman
Evelyn Brandon
Tyrone Cannon
Helen Flowers
Esther W. Lopato
Elizabeth Manion
Zebulon Robbins
Nina J. Root

THE NEW YORK STATE LIBRARY

Established in 1818, the New York State Library is the largest state library in the nation and the only state library to qualify for membership in the Association of Research Libraries. It is a leader in the use of technology in information services, with an online public catalog, an electronic reference station, access to more than 600 databases, including RLIN and OCLC, and modern telefacsimile and photoduplication services.

The State Library's research collection of more than five million items includes major holdings in law, medicine, the social sciences, education, American and New York State history and culture, the pure sciences, and technology. Its information resources include manuscripts, government documents, newspapers, microforms, patents, and bibliographic aids, including abstracting, indexing, and loose-leaf services.

The State Library provides reference and research services to support the work of New York State government. It serves as a resource and referral center in the New York State Interlibrary Loan Network, and operates a regional library for the blind and visually handicapped. The State Library is also the headquarters of the New Netherland Project.

The New York State Library is a modern research facility occupying six levels of the Cultural Education Center in the Nelson A. Rockefeller Empire State Plaza. The Library is accessible to the handicapped.

ACCESSIBILITY

The New York State Library, the Cultural Education Center, and other public facilities of the Nelson A. Rockefeller Empire State Plaza are accessible to visitors with mobility impairments.

MOBILITY IMPAIRED

The entrance to the State Library is on the 7th floor of the Cultural Education Center (CEC). The public elevators serving the CEC are wheelchair accessible. Visitors enter the State Library through electronically controlled doors that open automatically and allow access by wheelchair. The Library's public phone and rest rooms are wheelchair accessible. A wheelchair is also available for use by Library patrons.

HEARING IMPAIRED

The State Library has a telecommunication device (TDD/TTY) to answer queries from the hearing impaired. The TDD/TTY number is (518) 473-7121. Staff with functional knowledge of signing are available to assist patrons. Requests for signing assistance may be made in advance through the Library's TDD/TTY or on-site at the Information Desk. The Library's public phone is amplified.

VISUALLY IMPAIRED

The State Library's Library for the Blind and Visually Handicapped maintains a Public Service Center on the 7th floor. The floor numbers in the public elevators are labeled in braille. Enlarging systems are available to enable the partially sighted to read print and microfiche in the Library's collections. For more information on the State Library's extensive collections and services to the blind and visually impaired, call or write: New York State Library for the Blind and Visually Handicapped, Cultural Education Center, Albany, NY 12230. (518) 474-5935.

USE OF LIBRARY RESOURCES

ON-SITE USE

Members of the general public are welcome to use the Library's collections Monday through Friday from 9 am to 5 pm for study and research.

Most of the Library's extensive holdings are housed in closed-stack areas. Materials identified in any of the Library's catalogs and not available on the 7th floor may be paged and used on-site by presenting a request form at the Circulation Desk. Paging is at half-hour intervals from 9 to 4; materials are usually retrieved within 30 minutes after paging.

Paged items must be picked up within two working days of the request. Items may be kept on reserve for up to two weeks for use in the Library.

CIRCULATION/BORROWING

Direct borrowing privileges for circulating materials related to their work are extended to:

- Permanently appointed State employees
- Licensed physicians resident in New York State
- Attorneys admitted to the bar and resident in New York State

All direct borrowers must have a State Library card and should apply for a card in person at the Circulation Desk.

The normal loan period is four weeks, which may be extended in person or by phone for up to two additional two-week periods providing no one is waiting the material. Call 473-7895.

Temporary cards may be issued for eligible full-time Legislative interns. Inquire at the Circulation Desk.

Other individuals may borrow books from the New York State Library through their own local libraries, using the New York State Interlibrary Loan System (NYSILL).

INTERLIBRARY LOAN

The State Library is the hub of the New York State Interlibrary Loan (NYSILL) Network. NYSILL is designed to help make research library materials more fully accessible to library users throughout the State.

GENERAL PUBLIC

People ineligible for borrower status at the State Library may obtain circulating materials through the NYSILL network. This interlibrary loan service is available through your local library.

NEW YORK STATE GOVERNMENT EMPLOYEES

New York State Government employees may make work-related interlibrary loan requests for materials not owned by the State Library:

- through State Agency Libraries
- by telephone (limited to three requests)
- by mail (for more than three requests)
- through a reference librarian at the State Library

Interlibrary loan requests from State employees should include the following bibliographic information:

Books

- Author
- Title
- Publisher
- Publication date
- Source of the above information

Journals

- Journal title
- Volume and issue number
- Date and page
- Author
- Title of article
- Source of the above information

CATALOGS

The online catalog and the microfiche catalogs are designed to be the starting place for accessing the Library's material. However, there are many collections among the Library's five million items that will not be found in these catalogs. If you do not find material listed in the catalogs, please ask a reference librarian.

THE ONLINE CATALOG

This catalog offers quick access to the State Library's cataloged holdings by author, title, or subject.

Search Type:	Use Function Key:
Author/Title Searchkey	F3
Subject or Title Word	F1

Instructions are provided online and in printed guides next to terminals. When the online catalog is unavailable, use the microfiche catalogs.

THE MICROFICHE CATALOGS

There are three separate microfiche catalogs:

- Gold fiche - Books and journals cataloged before 1976. This set consists of photographs of the old card catalog as it existed in 1976. It includes references to some nonbook materials which are not listed in the online catalog.
- Black fiche - Books and serials acquired and cataloged since 1973. The records on this fiche are also in the online catalog.
- Faxon fiche - Journals the Library currently receives. This is the source of information about current issues of journals and newspapers currently received in hard copy. For the most up-to-date information on serial holdings, ask Library staff to search the online version of Faxon for you.

ELECTRONIC REFERENCE STATION

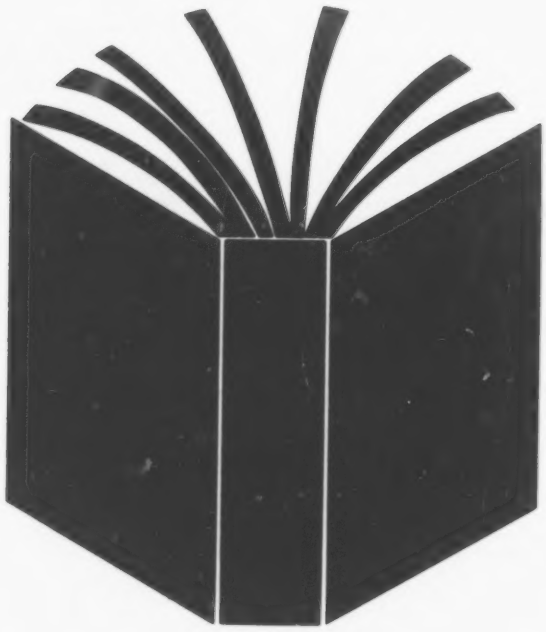
The Electronic Reference Station brings together in a centrally located area the electronic systems necessary to search computerized information networks and databases. Library users can search CD-ROM databases and the catalogs of nearby libraries. Reference staff can respond to questions and verify citations rapidly and accurately through access to dial-up online information systems.

ELECTRONIC SYSTEMS AVAILABLE

- Online Library Catalog: The online catalogs of RPI and SUNY-Albany are available for reference use.
- CD-ROM Databases: Entire databases are stored on optical disc and can be searched with powerful, easy-to-use search software. Most of these CD-ROM databases index existing microform or print collections of the New York State Library. Items unavailable in the State Library may be available through interlibrary loan. Reference staff are prepared to help you use those CD-ROM systems you wish to search.
- Online Database Systems: To answer ready reference questions and to verify citations, staff can search online database systems.
- OCLC & RLIN Bibliographic Databases: The national catalogs provided by OCLC and RLIN allow staff to verify citations and determine locations of specific items.

For more information on any of these services ask a reference librarian or see the brochure available at the ERS.

NEW YORK STATE LIBRARY



The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Cultural Education Center, Albany, NY 12230

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